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Strategies for general education teachers: preparing to meet the needs of students with EBD

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Strategies for General Education Teachers:

Preparing to meet the needs of students with EBD

Tegan Krouse

A Special Project

Submitted to the Faculty of the Office of the Graduate School

in partial fulfillment of the requirements

for the degree

Masters of Science in Education with a Major in Special Education

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Special Project Approval Page


Accepted by the Graduate Faculty, Indiana University-Purdue University Fort Wayne, in partial fulfillment of the requirements for the degree of Master of Science in Education with a major in Special Education.

Special Project Committee

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Abstract

Since the reauthorization of Individuals with Disability Act (IDEA) in 2004 there has been a steady increase of students with emotional and behavioral disorders (EBD) in the general education classroom. Many general education teachers have been trained to work with groups of students across a variety of content domains, with little focus on the specialized instruction of students with EBD. In turn, students with EBD are not making sufficient academic progress due to a lack of consensus among educators about appropriate strategies. This special project discusses the importance of understanding students with EBD and the strategies to assist them in the general education classroom. For this project general education teachers were given a needs based assessment survey to identify their perceptions and understanding of students with EBD and the tools used to educate students with EBD. The findings from the literature review and data from this research results in a handbook that emphasizes the needs and characteristics of students with EBD, the importance of on-going professional development, and the instructional benefits of collaboration amongst educators, families, and other health providers.

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Chapter 1

Introduction

A brief literature review indicated that teachers have not received the adequate resources, support, and background information about their students with Emotional Behavioral Disorders (EBD). This can then lead to inadequate instruction for students with EBD. General education teachers could benefit from more resources and background information about how to successfully integrate students with EBD in the general education classroom. The student population in the general education classroom has changed dramatically, particularly after the reauthorization of Individuals with Disability Education Act of 2004 (IDEA). The IDEA states that all children regardless of their disability should and will receive a Free and Appropriate Public Education (FAPE) while in the Least Restrictive Environment (LRE). This has led to an increase of students with disabilities in general education classrooms (O'Brien, 2007).

Mathur (2007) suggested that many students with EBD are not making sufficient academic progress in the general education classroom because educators are making generalizations about academic interventions used to assist students with EBD. He went on to explain that this leads to professional uncertainty and inevitably inadequate instruction. Hence there is a need for equipping general education teachers with appropriate instructional strategies pertaining to students with EBD. Whelan and Simpson (1996) emphasized the importance of implementing effective interventions by highly trained and skilled personnel in order to provide the most appropriate instructional support to children with EBD. They went on to explain that teachers can make dramatic contributions to the lives of students with EBD if they are prepared to use validated models and methods (Lane, Wehby, & Barton-Arwood, 2005; Whelan & Simpson, 1996). To ensure that education is meaningful for students with EBD educators must

select effective strategies, be trained on how to implement those strategies, and finally teachers must collaborate with other colleagues to ensure accurate implementation and that teaching practices are maintained and utilized over time (Jeffrey, McCurdy, Ewing, & Polis, 2009). This study aims to create a manual which will provide instructional strategies for teachers to enhance participation of students with EBD in the general education classroom. The manual was created based on the extent of knowledge of general education teachers about students with EBD, available school supports for general education teachers, and the use of collaboration with team members and families to assist students with EBD.

Statement of the problem

Teachers who work with students with EBD face enormous instructional and management challenges; statistics indicated that they are more likely to leave the educational profession when compared to other types of educators (Henderson, Klein, Gonzalez, & Bradley, 2005). Instructional and management challenges dramatically affect not only the delivery of instruction, but also the relationship between teacher and student. Montague and Rinaldi (2001) discovered that students with EBD were treated considerably more negatively by their peers and teachers when compared to other groups of students. This negative treatment was then found to intensify students with EBD academic, social, and emotional difficulties. Furthermore, most general education teachers were trained to work with groups of students across a variety of content domains, with little focus on individual differences or specialized needs of students (Niesyn, 2009). O'Brien (2007) also reported that teachers who taught core content subjects appeared to be overwhelmed by the amount and type of demands that were needed to appropriately instruct students with EBD because these teachers receive very little, if any, preparation in that particular area of study of instruction. This suggests that general education

teachers would benefit from training and resources that increases their knowledge about characteristics of students with EBD. These teachers would also benefit from studying empirically based strategies that could be used to assist them in the general educational setting.

Mathur (2007) emphasized the importance of reflecting upon each instructional strategy in order to better understand the strengths and limitations of each type of intervention. Mathur (2007) further explained that it is equally important to engage in “collective critical thinking” which allows for more in-depth reflection about the instructional interventions being selected and implemented for students with EBD. Baker (2005) determined that teachers were more likely to utilize new instructional strategies if they felt comfortable and competent, or if they believed the strategies would be effective for their students with EBD. This particular study suggested that as teachers acquire knowledge about students with EBD and instructional strategies used to assist them, it is more likely that they will begin to confidently and effectively educate students with EBD. Lane et al. (2005) indicated that students with EBD are likely to experience a multitude of negative outcomes within and beyond the school setting when the most appropriate intervention was not selected and implemented based on the needs of each individual student.

Significance of the Study

General education teachers in an inclusive classroom must be equipped with more knowledge pertaining to students with EBD and the instructional techniques used to assist them. This study aims to fulfill the gap in the literature related to instructional techniques general education teachers should utilize while in the inclusive classroom. This has been accomplished by exploring the extent of knowledge teachers have about students with EBD, school supports available for general education teachers, and the use of collaboration with faculty members and parents. This information has been used to create a manual provides strategies for general

education teachers to enhance their level of instruction and ultimately the overall participation of students with EBD in the general education setting.

Purpose of the Special Project

The purpose of this research was to find out the extent of knowledge among general education teachers about including students with EBD and examine effective, collaborative strategies for effective inclusion of students with EBD in the general education setting. The goal was to help teachers in the inclusive classroom improve delivery of instruction, gain more confidence when working with students diagnosed with EBD, and enhance student performance and student self-esteem. To achieve this goal, an instructional handbook for general education teachers in the inclusive classroom was created.

Research Approach

This study employs both qualitative and quantitative research methods. A survey was distributed using SurveyMonkey to general education teachers in inclusive classrooms at a local elementary and middle school in Fort Wayne, Indiana. The surveys were returned electronically and anonymously. The purpose of the survey was to gain a better understanding of the extent of knowledge and perceptions teachers possess about instructional strategies for educating children with EBD in the general education classroom. The survey consisted of close-ended response questions using a four-point Likert scale. The survey questions consisted of topics related to instructional strategies tailored to the needs of students with EBD; teacher perceptions of students with EBD; teacher perceptions about preparedness in relation to educating students with EBD; level of received support and feedback from their administrators; and the use of collaboration with colleagues, other health providers, and teachers. The returned surveys were analyzed and checked for various themes. The surveys were kept in a locked filing cabinet until

the research was completed. This study was approved by IRB and the principal of the local school referenced above. Additionally, Citi and Nuts and Bolts training were completed.

Chapter 2

Literature Review

Introduction

Students with EBD tend to struggle with a variety of emotions and situational triggers that adversely affect educational performance (Montague & Rinaldi, 2001; Ryan, Pierce, & Mooney, 2008). According to Lerner and Johns (2012) students with EBD exist in all populations and come from various economic, racial, cultural, and language groups. They also report that about 8% of all students identified as having a disability are categorized under the ED label and a large percentage of the identified population are males. Students with EBD typically find it challenging to recognize emotional triggers and the proper techniques needed to cope with their emotions and frustrations (Payne, Marks, & Bogan, 2007). This struggle was also reported to affect the way they perform while at home, school, and in the community.

In order for a student to qualify for an Individualized Education Plan (I.E.P) under the federal label of Emotionally Disturbed (ED) a student must have one or more of five characteristics, to a marked degree, over a long period of time and it must have an unfavorable effect on their educational performance. These five characteristics include: 1) an inability to learn that is not a result of factors relating to intellectual, sensory, or health; 2) an inability have or maintain relationships with peers and teachers; 3) inappropriate behaviors or feelings in normal situations; 4) constant unhappiness or depression; and 5) a tendency to develop physical illnesses due to pains or fears associated with personal or school problems (Mathur, 2007; Wehby, Lane, & Falk, 2003). Thus, it is apparent that teachers who work with students with EBD face a plethora of instructional and management challenges (Henderson, Klein, Gonzalez, & Bradley, 2005). The educational environment can be challenging for students and educators

because of the increasingly diverse nature of learner characteristics and so it is important for teachers to have an in-depth understanding of the characteristics of students with EBD, attentiveness to their own attitudes, and a thorough knowledge about evidence based instructional strategies that would most likely benefit students with EBD (Payne et al., 2007).

The literature review is divided into sections in order to better explain the themes related to students with EBD and their performance in the academic setting. The first section explains the background knowledge and general characteristics of students with EBD. The second section entails the extent of knowledge and perceptions that educators possess about students with EBD. The third section discusses the importance and benefits of collaboration with colleagues, other health professionals, and parents. The fourth section discusses the literature related to the benefits of professional development in the area of instructional strategies for students with EBD. The final section summarizes all relevant, key findings found in research related to the area of effective instructional strategies for students with EBD.

Characteristics of Students with EBD

Students with EBD often exhibit moderate to severe extensive academic deficits in several areas when compared to their peers without disabilities (Lane, 2007). Students with EBD tend to act more aggressively and receive less positive attention by peers and adults (Anderson, 2000; Mathur, 2007). The authors then reported that these factors can lead students with EBD to drop out of school, engage in delinquent behavior, and have poor interpersonal relationships with others. Oliver and Reschly (2010) indicated that students with EBD that struggle academically are at a higher risk of behavioral problems because inappropriate behavior is typically a result of the need for escaping more difficult academic tasks.

Understanding how to properly internalize and then deal with one's own emotions is a skill that is not always inherent in every child. Students with EBD tend to struggle with a variety of emotions and challenges and so it is important for all educators to understand the characteristics of EBD (Montague & Rinaldi, 2001). Despite the fact that most experts group emotional and behavioral disorders into one category, Lerner and Johns (2012) argue that the characteristics that make up emotional disorders differ from those that comprise behavioral disorders. They have defined emotional disorders as "involving feelings about oneself, such as chronic sadness, low self-concept, or even depression." On the other hand, they have defined behavioral disorders as "involving more overt problems, such as aggression or antisocial behavior" (p. 6-7).

According to Lane et al. (2005) approximately 1% of our nation's school-aged children receive some type of special education service under the category of emotionally disturbed (ED). Jeffrey et al. (2009) indicated that although students with EBD encompass only about 8% of all students with disabilities the number has steadily grown. As stated previously by Payne et al. (2007) students with EBD often struggle with understanding and with utilizing appropriate techniques of internalizing and coping with their emotions and frustrations which could affect how they behave at home, in school, or in the community. Students with EBD typically react to their environments by internalizing or externalizing their emotional feelings. Lerner and John (2012) defined internalizing reactions as "behaviors that take the form of conscious refusal to learn, resistance to pressure, dependency, being easily discouraged, a fear of success, intense sadness, and emotional withdraw" (p. 173). They then went on to explain that externalizing behaviors are defined as 'obvious hostility, acting-out, intense anger, confrontation with peers, and outward defiance towards teachers" (p.173). In most cases it is much easier for educational

professionals to identify externalizing behaviors as opposed to internalizing behaviors due to their severe outward acts of aggression towards those within their environment (Mathur, 2007).

As much as 2% of school-age students diagnosed with EBD are located in the general education classroom among their peers without disabilities (Lane et al., 2005). Students with EBD may cause a variety of disruptions in academic settings during classroom activities which might disrupt learning for other students within the same environment (Batalio & Stephens 2005; Payne et al., 2007). When any child enters the school doors he/she is bringing their own personal life experiences which ultimately shaped their social, emotional, and behavioral development. These experiences are affected by factors such as stability of their school environment, parental involvement, presence of support services, and their own personal satisfaction with their education (Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005). This suggests that there is a link between a student's ability to succeed in the educational setting, life experiences, and overall social and emotional development.

In a study by Wagner et al. (2005), researchers found that although parents of students with EBD most often rated their child as having sufficient or above average cognitive ability, but when analyze this was not reflected in their academic performance. From the results of Wagner et al. (2005), 60% of students with EBD were found to be functioning in the lowest performance quartile in reading when compared to other groups of students. These low performance levels might point to a negative correlation between behaviors connected with EBD and a student's overall ability to function at his/her true academic capability and potential. Payne et al. (2007) argues that students with EBD struggle to master academic skills, not because of a deficit in intellect, but rather a lack of engagement. The research also explained that students achieving below their grade level and with splintered skills (skills with gaps in student understanding) may

unfortunately receive ineffective instruction from teachers that are not properly prepared or unaware of how to work with students that have academic, emotional, and behavioral skill deficits. Students with EBD are at a significant risk for school failure or mental health and adjustment problems if they are not given the vital educational services and social interventions (Mathur, 2007).

Extent of Knowledge and Perception of teachers about students with EBD

As stated earlier students with EBD are now being taught while in the general education setting with their peers without EBD due to changes in legislation. Lane et al. (2005) emphasized the need for teachers to possess the ability to adapt and modify instructional strategies due to the diverse academic, social, and behavioral skills for even those students identified with EBD. The educational mandate No Child Left Behind (NCLB) 2001 has also played a key role in the type of instruction students are receiving. Niesyn (2009) reported that the NCLB now requires that all teachers must be “highly qualified.” As teachers are prepared to become “highly qualified” educators they are expected to have subject-matter competency in all areas, but little focus has been placed on individualized instruction (Niesyn, 2009; O’Brien, 2007). Mathur (2007) supports the idea that students with EBD should be given equal access to opportunities and tools that might assist them with achieving their goals, but those goals will not be met unless they are taught by educators who are prepared to meet their needs.

A substantial number of students with EBD have been deprived of appropriate instructional strategies, partially due to uncertainty among educators about what instructional strategies are most beneficial and how those strategies should be implemented due to a lack of knowledge and resources (Mathur, 2007). As long as the educational system continues to enforce the right for all students, regardless of their disability, to receive FAPE while in the LRE

then all teachers must be prepared to work with students with a variety of academic, social, and emotional needs (O'Brien, 2007). In order to improve the academic instruction for students with EBD teachers need to establish a strong foundation of research based strategies which might lead to more positive educational experiences for students with EBD (Gable, Hendrickson, & Can Acker, 2001; Wehby et al., 2003).

Lane et al. (2005) explained that students with EBD have multiple academic and social needs, which then creates constant challenges for educators. The National Longitudinal Transition Study-2 (2003) found that limited attention to academic needs have partially led to poor outcomes for students with EBD (O'Brien, 2007; Wehby et al., 2003). The study suggested that the decline in academic focused instruction was due to the increased focus on inappropriate, overt behaviors while in the educational setting. This focus supports the idea that a student's behavior must be controlled before any learning can take place (Wehby et al., 2003). Battalio and Stephens (2005) reported that interventions are typically punitive in nature, but currently researchers and educators are working to provide strategies that are more positive and proactive in nature to deal with problematic behaviors within the academic setting. The goal of the proactive approach is to then reduce the need to rely on punitive reactive measures. Hester et al. (2004) reported that addressing the many challenges and the needs of students with EBD could consume a tremendous amount of time and resources. The overt behaviors of students within the academic setting changes classroom environment and diverts teachers attention and energy from the rest of the class (Cohen, Linker, & Stutts, 2006; Conroy, Sutherland, Snyder, Al-Hendrawl, & Vo, 2009). They went on to suggest that research and experience strongly support routine and proactive approaches to foster student learning, and a majority of the responsibility rests largely on teachers. However, Lane et al. (2005) argue, educating and managing students with EBD is

not solely the responsibility of the teacher, rather, it is a team approach comprised of the general education teacher, special education teacher, administrators, and parents.

EBD and the Positive Classroom

Creating a positive and engaging classroom atmosphere for all students is one of the most powerful tools teachers can use to encourage student learning and to prevent problematic behaviors (Conroy et al., 2009). Salmon (2006) stated that students with EBD are found to have an inability to build acceptable relationships while in their home or school environment, which leads them to act out, defy rules, and remain off task while in school. These behaviors occur frequently which causes teachers to become frustrated. When teachers become frustrated they often develop poor attitudes and tend to feel more exhausted (Wehby et al., 2003). It has also been noted that if there is a higher rate of student misconduct there will in turn be a lower rate of instruction for those students (Salmon, 2006). Therefore, teachers must find effective strategies to assist students with EBD while in the general education classroom. Conroy et al. (2009) argues that a teacher's response to student behavior is an important factor that sets the tone of the entire classroom environment, and ultimately leads to a positive classroom atmosphere.

Research suggests that students make decisions about liking or disliking their peers based on their teachers' reactions and interactions with a student (Birch & Ladd, 1997). It has also been noted that the nature, content, and tone of a teacher's interactions with students ultimately leads to the acceptance or rejection of peers. The peer rejection appears to negatively affect behavioral and school adjustment outcomes (DeRosier & Kupersmidt, 1994). Montague and Rinakdi (2001) found that teacher behavior is a serious concern and it can have a detrimental effect on students with EBD and their ability to develop healthy perspectives about school, their classmates, and themselves. They also went on to state that teachers need professional

development and support from colleagues and administrators to effectively use research-based practices focused on positive interactions and a positive classroom atmosphere.

A teacher's ability to create a positive and engaging classroom can prove to be an invaluable strategy to assist and improve the overall educational experience of students with EBD. Conroy et al. (2009) explained that if a teacher is able to provide corrective feedback to a student with EBD in a positive manner while still teaching them alternative behaviors, the EBD student will gain positive attention from the teacher. It is then more likely that the teacher will appreciate more positive reactions from the student. Feedback is a vital part of the learning process and it can help create a positive classroom atmosphere in which mistakes are valued for their potential to enhance learning and academic growth (Bangert-Drowns & Kulik, 1991). Feedback allows teachers to not only address the behavior, but also allows teachers to foster additional learning by first acknowledging the correct response or behavior and then providing additional information or strategies for the student (Conroy et al., 2009). The use of feedback is an important tool that aids in the effective communication about a student's behaviors and academic progress, but it is also as important to focus on the use of praise as instructional strategy.

Effective praise can be used to create a positive environment for students with EBD (Niesyn, 2009). Conroy et al. (2009) indicated that effective praise can have positive effects on a student's academic and social behavior. They went on to explain that teacher praise is often connected with an increase in a student's correct responses, on-task behavior, and overall engagement while in the classroom setting. Teachers have the responsibility of building trust with their students with EBD. This trust then allows each student to know that regardless of any misgivings they are supported and the teacher's trust will always continue (Regan, 2009).

One method that allows teachers to effectively praise students is through the development of a token economy. A token economy is a reinforcement system that allows the teacher to reward or praise by giving a token, plastic chip, for an identified behavior. The token can later be exchanged for a tangible item (Gunter, Coutinho, & Cade, 2002). In a study conducted by Nelson (2010) a token economy resulted in greater overall class participation and a better overall class performance. A Positive Behavioral Support Intervention System (PBIS) is another system focused on using research-based strategies to increase desired behaviors and decrease problematic behaviors by teaching new skills and making changes to a student's environment (Eber, Sugai, Smith, & Scott, 2002).

The concepts of feedback and praise appear to be beneficial for students with EBD, however, in order for a teacher to give praise or feedback they must first give a student the Opportunity To Respond (OTR) with the expectation of avoiding inappropriate behaviors (Wehby et al., 2003). This teaching strategy requires the teacher to first create a safe and comfortable classroom atmosphere that fosters positive risk taking for all learners (Regan, 2009). Next, Salmon (2006) stated that teachers should design lessons that give all students an opportunity to be reflective and respond in class. As students increase their responses to prompts, the teacher will receive more opportunities to then praise and give feedback to students for their efforts. The goal is to then improve student engagement and the level of education students with EBD are receiving while in the general education classroom. Sutherland, Wehby, and Copeland (2001) also found that OTR resulted in an increase in academic outcomes and task engagement, and a decrease in inappropriate and destructive behaviors in students with EBD.

The use of feedback and praise can be effective tools for teachers as they attempt to meet the needs of students with EBD, however, neither of these strategies will be effective unless used

within a context of a positive classroom atmosphere that is structured and safe (Conroy et al., 2009). It is vital to the success of students with EBD for schools to be filled with more reflective and experienced teachers. It is also imperative that all students, especially students with EBD, be given the opportunity to learn in a safe and more positive classroom environment (Conroy, Sutherland, Snyder, Al-Hendawi, & Vo, 2009). In order for teachers to effectively create a positive classroom environment and implement feedback and praise they must first be provided with definitions, examples, and opportunities to set goals (Conroy et al., 2012; Allday et al., 2012). In a study conducted by Allday et al., (2012) results indicated that providing general education teachers with training and performance feedback better equipped them to use positive strategies directed towards all learners. This in turn emphasizes the necessity of continuous and on-going participation in collaborating with colleagues, families, and other health professionals, as well as, increased professional development.

Collaboration

Students with EBD need effective academic interventions from trained and confident educational professionals in order to meet the demands of rigorous standards (Payne et al., 2007; Wehby et al., 2003). As stated previously, students with EBD must receive research-based, validated interventions (Lane et al., 2005) and they benefit most by receiving those intervention in a positive classroom atmosphere (Conroy et al., 2009). Battalio and Stephens (2005) explained that interventions need to be explicitly taught in order to best assist students with EBD (Eber, Breen, Rose, Unizycki, & London, 2008). Academic interventions may appear to be easily implemented, but to ensure that these strategies are correctly and consistently implemented educators must report a students' progress through collaborative efforts (Oliver & Reschly, 2010). Collaboration among teachers, families, and other health professionals ensures

that newly taught skills are being generalized among various contexts, which suggests student understanding of these skills (Battalio & Stephens, 2005).

In a recent study conducted by Kindzierski, O'Dell, Marable, and Raimondi (2013) found that teachers believe collaborating with other faculty and providers is essential to the overall instruction of students with EBD. In order to successfully provided services for students with EBD, educators and community agencies must work together as one cohesive unit (Anderson, 2000). Anderson (2000) reported that identification or qualification characteristics of students with EBD may cause many obstacles that must be overcome before students with EBD can be identified and administered the proper interventions. He went on to suggest that these definitions differ among various organizations because different organizations possess different goals and understanding of how EBD might affect an individual. However, Anderson (2000) did suggest that unless various agencies collaborate together it is highly likely that a student with EBD will not receive the proper cohesive interventions. He explained that even after students receive years of special education services most students do not make necessary academic gains. This is due to the fact that students with EBD are receiving a variety of interventions from numerous agencies, but those organizations do not collaborate which leads to confusion for the student and a poor ability to generalize any one specific skill (Anderson, 2000; Epstein, Cullinan, Quinn, & Cumblad, 1995). Once agencies are able to work together to develop a cohesive definition that is it more likely students with EBD will be receiving a more standardized and systematic approach of assistance.

In the past schools typically did not involve families or other health agencies when educating a child with EBD, but more recently educational professionals are seeking help from outside supports (Cohen et al., 2006). Evans, Armstrong, Beckstead, and Lee (2007) explained

that this collaborative process between school, families, and other agencies is “a system of care” (p. 568). They went on to explain that the system of care has been developed and utilized by many service providers for two primary reasons. The first is to manage care which primarily focuses on the reduction of negative outcomes while improving the efficiency of services. The second is to assist with family demands with the goal of improving the quality, accessibility, and appropriate delivery of services.

Another collaborative model examined by Cohen et al. (2006) is the Virginia’s Comprehensive Services Act for At-Risk Youth and Families (CSA). The authors reported that the CSA is a “systems-level approach to collaborating for the needs of students diagnosed with EBD on the government level” (p. 422). Cohen et al. explained that the CSA is designed to restructure the programmatic, financial, organizational, and governance aspects of the child service system” (p. 422) in order to provide a responsive and seamless system of care that involves all parties needed to adequately support a child with EBD.

When educational professionals, other health providers, students with EBD, and their families work as one cohesive unit it is often referred to as wraparound services (Eber et al., 2002; Eber et al., 2008). Wraparound service is considered an extensive intervention designed to assist students with elevated levels of EBD by building constructive relationships between support networks among all involved parties (Eber et al. 2008). Wehmeyer, Baker, Blumberg, and Harrison (2004) explained the wraparound services are a student-centered intervention that emerged on the 1980s. In order for wraparound services to be successful team collaboration must consider the student’s wants and needs while considering the importance of family when planning (Eber et al., 2008). They went on to explain that all parties must be equally engaged and working together to prioritize the needs of each individual student. The goal of this type of

service is to increase a student's feeling of success at home, school and in the community while focusing a child's quality of life rather than a reduction of problem behaviors (Eber et al., 2008). As part of the process meetings must be conducted and personnel must be selected in order to ensure that there are ongoing meetings and conversations, data collection, and sharing of the data as a progress monitoring technique (Eber et al., 2008). Eber et al. (2002) argue that the school is the most fitting setting to implement the wraparound services because schools are typically more structured when compared to other environments. They described these characteristics as a set of routines, broad-based support services, formalized individualize education planning, integrated learning opportunities, and multiple opportunities to interact with others.

Once a plan has been devised by all relevant parties then the educational professionals within a school must work as one unified group to properly execute interventions while monitor student progress (Lane et al., 2005). As part of the requirement of a special education teacher he/she must work closely with general education teachers to ensure the overall success of all students with EBD, yet at times teaching philosophies based on previous education and experiences can cause conflicts (Battalio & Stephens, 2005). It is also vital that administrators support skill development for teachers in order to build competence and confidence among the teachers when implementing new educational interventions for students with EBD (Baker, 2005). Together all educational parties should and can work together to ensure the proper instructional techniques are utilized for students with EBD while in the classroom.

Professional Development

The research above indicates that collaboration is a beneficial tool that should be utilized among all parties working with students with EBD, but teachers cannot implement recommended strategies if they have not received proper training or professional development (PD). In a study

conducted by Shapiro, Miller, Sawka, Gardill, and Handler (1999) results stressed the importance of collaboration services as a PD strategy for improving the inclusion of students with EBD in the general education classroom. They went on to explain that the implementation of an in-service program teaches educators how to create and appropriately implement interventions for students with EBD. It is vital that teachers be given the appropriate professional development in order to gain an awareness of students with EBD (Regan, 2009). Regan (2009) explained that teachers can never be fully prepared for the unexpected, but receiving the appropriate evidence based-instructional strategies can help to improve the overall education for students with EBD. Shaoiro et al. (1999) explained that as a result of participating in the PD personnel reported increased confidence in their ability to effectively address the needs of students with EBD.

Semrau and Fitzgerald (1995) suggested that instructional strategies learned from PD must be available to educational professionals and it must work on a variety of settings. The authors then went on to state that the overall objective of PD is to provide flexible training materials that can assist with development of necessary problem solving strategies of teachers preparing to assist students with EBD. Results of the study conducted by Allday et al. (2012) suggested that providing general education teachers with a short training with self-selected goals and performance feedback given every 3 days can enhance the interventions used for students with EBD. Montague and Rinaldi (2001) indicated that opportunities for self-reflection and self-analysis must be provided to educators, and one method of ensuring this occurs is by offering related professional development for teachers. In order for students with EBD to be successful in the general education classroom, school personnel need to be provided with intensive training,

significant consultative support, and specific interventions, and ongoing collaborative efforts (Shapiro et al., 1999).

Summary of Findings

IDEA has dramatically changed the student demographic in the general education classroom due to the LRE. The implementation of the LRE has led to an increase of students with EBD in the general education classroom, who are then being instructed by general education teachers (O'Brien, 2007). Unfortunately, general education teachers face enormous instructional and management challenges (Henderson, Klein, Gonzalez, & Bradley, 2005). Students with EBD often struggle with understanding and utilizing proper techniques of internalizing and coping with their emotions and frustrations (Payne et al., 2007). This is then why it is vital that educators understand the characteristics of students with EBD while in the educational setting (Montague & Rinaldi, 2001).

Lane et al. (2005) reported that teachers need to possess the ability to adapt and modify instruction due to the diverse academic, social, and behavioral skills for even those students identified as having EBD. Due to requirements from NCLB which requires all teachers to be highly qualified, educators have subject-matter competency with little focus on educating students with EBD (Niesyn, 2009). This then causes educators to feel less confident and competent when implementing instructional strategies for students with EBD (Lopes et al., 2004). Mathur (2007) reported that a large number of students with EBD are deprived of services due to professional uncertainty and a lack of knowledge and resources. Addressing the needs of students with EBD can consume a substantial amount of time and resources, but it is necessary to ensure that all students receive the most appropriate education (Hester et al. (2004).

The teacher is an important factor that sets the tone of the entire classroom environment (Conroy et al., 2009). A teacher's behavior has the potential of having a detrimental effect on a student with EBD and their ability to develop healthy perspectives about school, their classmates, and themselves (Montague and Rinakdi, 2001). Effective praise and feedback are two vital strategies teachers can use to foster a positive learning environment in which mistakes are valued for their potential to enhance learning and academic growth (Bangert-Drowns & Kulik, 1991; Conroy et al., 2009). In order to give effective praise and feedback a teacher must structure their classroom in a way that gives students an OTR. The OTR results in an increase in academic outcomes, task engagement, and a decrease in inappropriate and destructive behaviors in students with EBD (Sutherland et al., 2001). However, teachers must first be taught how to successfully implement these strategies within their classroom and in order to do so teachers must participate in on-going professional development and collaboration with colleagues, families, and other health professionals (Allday et al., 2012).

Students with EBD need effective academic interventions from trained and confident educational professional if they are to meet the demands of rigorous standards (Wehby et al., 2003). In order to do so students with EBD must receive research-based, validated interventions (Lane et al., 2005). Battalio and Stephens (2005) explained that interventions need to be explicitly taught and proactive based on individual student needs.

In order for educators to learn new interventions and how to properly implement those intervention teachers need opportunities to collaborate with health providers, students with EBD, and their families as one cohesive unit (Anderson, 2000). When all involved parties collaborate it is often referred to as wraparound services (Eber et al., 2002). The wraparound process is a comprehensive intervention designed to assist students EBD in making progress in the

community, school, and at home (Eber et al. 2008). Educational professional can also collaborate in order to provide professional development for general education teachers in regards to instructional strategies for students with EBD (Regan, 2009). General education teachers can also utilize positive feedback as an instructional strategy while in the general education setting in hopes of improving the academic success of students with EBD.

In summary teachers must improve their knowledge of students with EBD and what proactive instructional strategies should be implemented to assist each student with EBD. Without the collaboration amongst educators, students with EBD, their families, and other health professional students with EBD are likely to drop out of school, engage in delinquent behavior, and develop poor relationships with peers and adults. These findings have aided in the development of a needs based assessment survey that analyzed teacher perceptions, instructional strategies, and views about professional development and collaboration in relation to students with EBD. The knowledge gained from this needs based assessment survey aided in the creation of a more targeted handbook for general education teachers to use when working with students with EBD.

Research Questions

This one-time study addresses the following research questions:

- 1) What is the extent of knowledge among general education teachers about teaching children with EBD?
- 2) What types of professional development is available for teachers of inclusive EBD classrooms?
- 3) What are some effective strategies that general education teachers can use to support students with EBD in the inclusive classroom?

Chapter 3

Methodology

Introduction

The literature review has indicated that an increased number of students with EBD are being placed in the general education classroom which then leads to a greater need for an in-depth understanding of students with EBD by general education teachers and the instructional techniques chosen for those students. This study explores the extent of knowledge teachers have about students with EBD, types of professional development opportunities available for teachers, and effective instructional strategies used with students with EBD. In addition, the use of collaboration with colleagues, other health professionals, and parents was analyzed in order to create a holistic perspective of strategies and how these strategies can be generalized across settings for general education teachers in the inclusive classroom. The information gained from the survey was used to create a manual tailored to the specific needs, concerns, and reports of general education teachers. The purpose of the manual was to lead to a better understanding of instructional techniques that can be used to educate students with EBD in the general education setting.

For the purpose of this study, Citi Link training was completed online. See *APPENDIX A* for a copy of Citi Link results. The approval for the study has been obtained from the school principal and Institutional Review Board (IRB). See *APPENDIX B* for a copy of the IRB approval letter. See *APPENDIX C* for a copy of the permission letter from principal. The survey was anonymously distributed to elementary and middle school general education teachers through SurveyMonkey. Participation of the study was completely voluntary and no compensation for participation was offered. The surveys were collected, copied onto a Microsoft

word document and then analyzed for themes. All of the surveys and data are kept anonymous and safely secured in a locked cabinet. The results of data analysis from this survey were used to create an easily accessible manual that teachers in the general education classroom can use in order to use effective instructional strategies for students with EBD.

Participants

The survey was distributed to general education teachers in the inclusive classroom. All of the teachers are faculty members of large Private Catholic School. A total of 27 teachers, 19 homeroom teachers and 9 teachers who taught an elective, were sent the online survey through SurveyMonkey. The teachers have a range of 0-40 years of teaching experience. Those 27 teachers are assisted by one principal, two vice principals, four resource teachers, and one counselor. Every general education teacher is also assigned one instructional assistant to help with everyday tasks. Parent volunteers are also welcomed and commonly assist with clerical, everyday tasks. There are two classrooms with approximately 27-30 students per grade level. There is a total of 510 students in the entire school.

Setting

This particular Private Catholic School is a combined elementary and middle school that is housed in two separate buildings located in a large town in Indiana. The two campuses are spaced about 15 minutes apart from one another. This required the use of three buses for morning and afternoon transportation of students. The students lived in a variety of areas spread throughout the city, but the student population is comprised of primarily white, middle class students. One campus encompassed students from kindergarten to fourth grade while the other campus houses students from the fifth to eighth grade. There were 511 students enrolled at both campuses. There were 27 students that have a current IEP. Students from first to eighth grade

were expected to attend mass twice a week. The principal required all teachers to attend staff meetings twice a month and then participate in vertical or horizontal collaboration once a week.

Recruitment and Data Collection

All faculty members identified by the principal were invited to participate in an anonymous survey on SurveyMonkey. Participation was completely voluntary. The survey had a recruitment letter attached explaining the purpose of the research and a submittal deadline. See *APPENDIX D* for a copy of the recruitment letter. It was explained that by completing and returning the survey they were giving their consent to use the data knowing that the co-investigator would be keeping any information collected in a locked filing cabinet in the principal investigator's office. Information collected was kept confidential. Confidentiality was maintained by assigning each participant a specific identification number in reference to their responses.

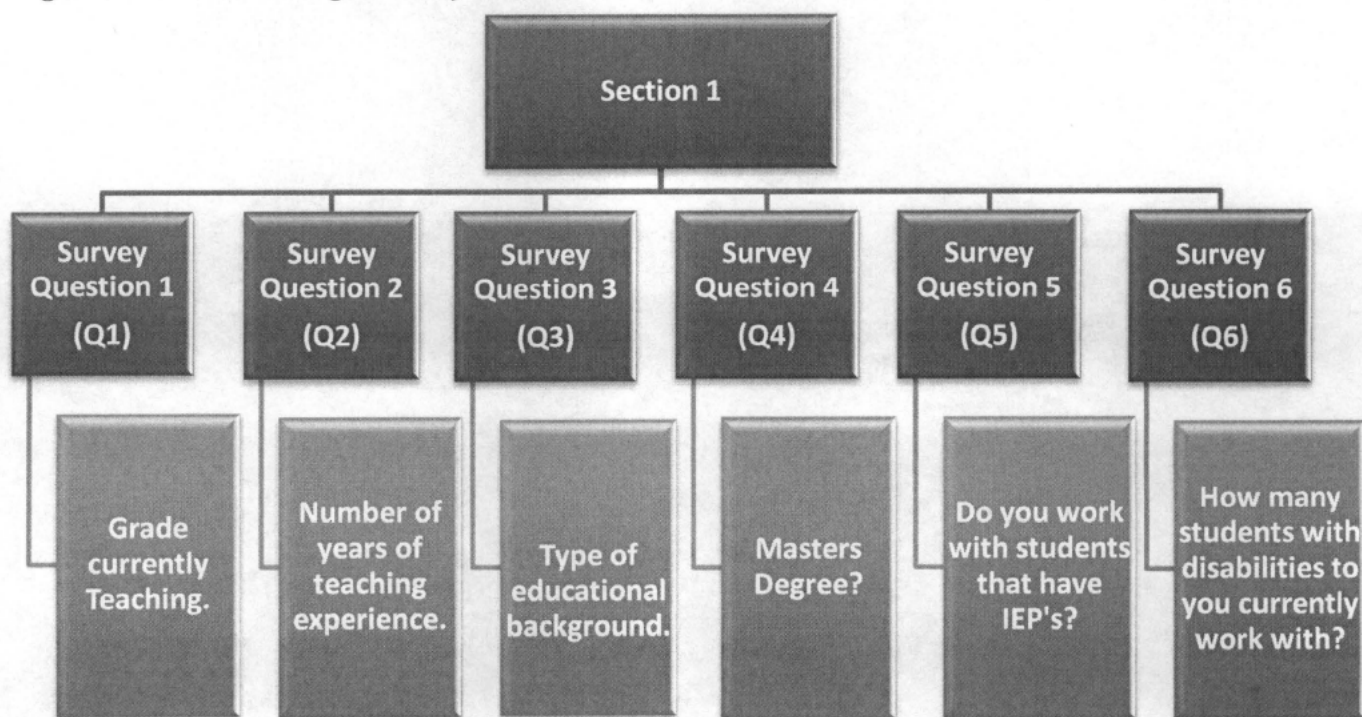
Once the survey was completed and returned, the co-investigator organized and collected the data. All of the participant's responses were screened, read over, and grouped. Themes and expressed needs of the participants were identified based on their connection to each of the three research questions. The themes that developed from the research correlated with these three themes- a deficit in the understanding and perceptions about students with EBD, the need for implementation of appropriate instructional strategies, and the participation of teachers in structured professional development and collaboration. Based on the analysis of the results and supporting evidence from relevant literature published on the topics, a teacher handbook was created to serve as an instructional resource for general education teachers who work with students with EBD students in an inclusive classroom.

Measure of Needs Assessment Survey

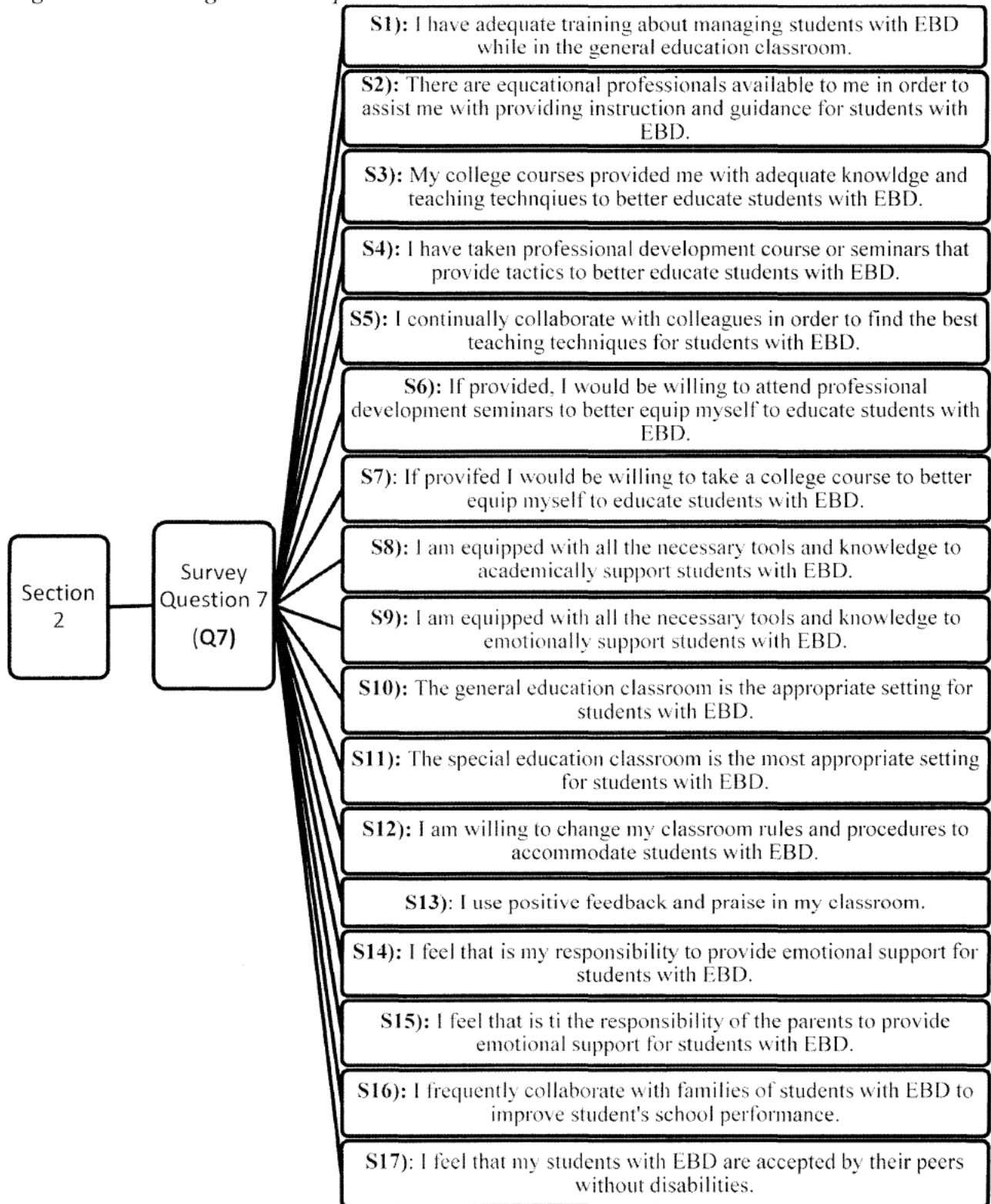
The purpose of the survey was to collect data on general education teacher's understanding of students with EBD and the strategies utilized during instruction while in the general education classroom. For the purpose of readability, the needs assessment survey was divided into three primary sections strictly based on question format, instead of, organization based on their correlation to the three research questions. The three survey sections are listed below along with a general explanation of the purpose and list of survey questions assigned to that section. See Appendix E for a copy of the original Survey Questions.

Section 1 of Needs Assessment Survey. Section one was comprised of survey questions number one through six. The purpose of section one was to gain an understanding of each participant's general background information and their educational connection to students with disabilities. A list of all six survey questions that comprise section 1 are listed in *Diagram 1: General Background Information.*

Diagram 1: General Background Information



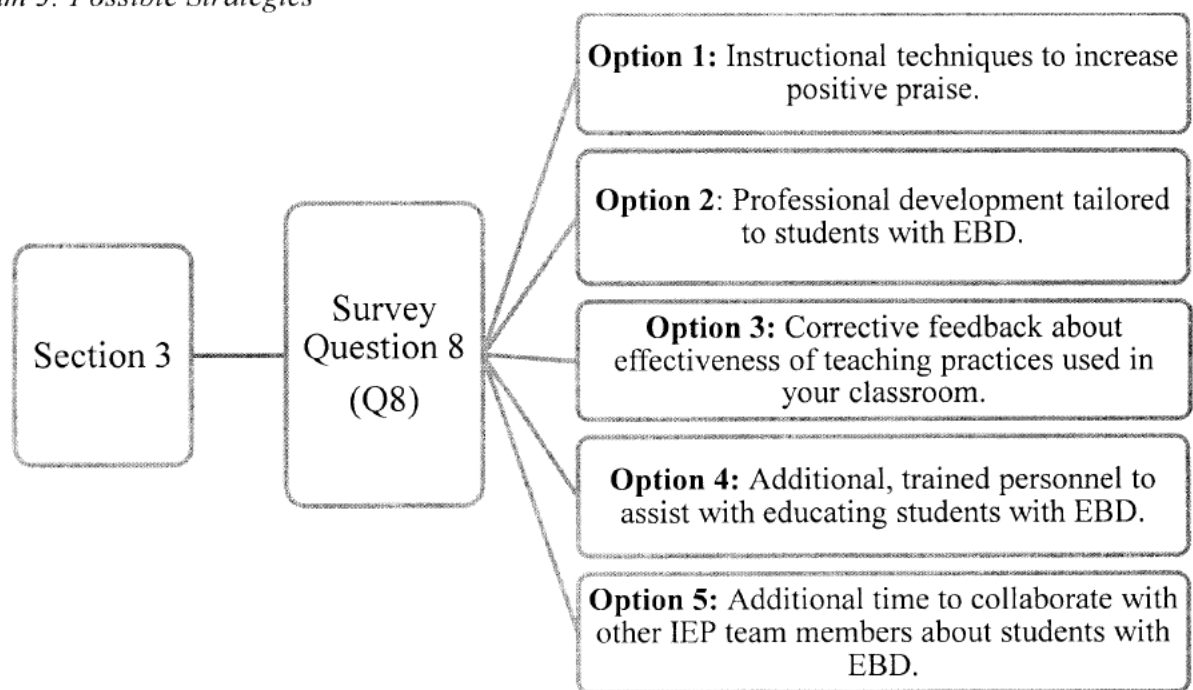
Section 2 of Needs Assessment Survey. Section two was comprised of survey question number seven. Survey question seven contains 17 statements that participants were asked to answer using a four point Likert scale. A four point Likert scale was selected as the measurement tool in order to gain a clear indication of participant views and perceptions without ambiguity. These 17 statements were related to knowledge and perceptions about students with EBD, professional development, and instructional strategies linked to collaboration with colleagues, other health professionals, and parents. The 17 statements that comprise survey question seven and section 2 of the survey are shown in *Diagram 2: Knowledge and Perceptions*.

Diagram 2: Knowledge and Perceptions

Note. Each of the 17 statements in survey question 7 has been labeled as S1-S17; Statement 1 is S1, Statement 2 is S2, Statement 3 is S3, and so on.

Section 3 of Needs Assessment Survey. Section three was comprised of survey question number eight. Question eight presented participants with five strategies teachers might utilize when preparing to instruct students with EBD. Participants were instructed to rank each of the five strategies in order based on what they perceived as most beneficial, with (1) being the least beneficial and (5) being the most beneficial. The five options in survey questions eight are shown in *Diagram 3: Possible Strategies*.

Diagram 3: Possible Strategies



Connecting Research Questions to Needs Assessment Survey

Prior to the disbursement of the needs assessment survey each survey question was carefully chosen and organized based on connections to the three primary research questions in this study: 1) What is the extent of knowledge among general education teachers about teaching children with EBD? 2) What types of professional development is available for teachers of inclusive EBD classrooms? 3) What are some effective strategies that general education teachers can use to support students with EBD in the inclusive classroom?. This step was taken in order to

ensure that each survey question would aid in the development of a teacher handbook tailored to the specific needs of general education teachers in a small private school setting.

Survey questions one through six were used to determine if there was a need for a handbook focusing on instructional strategies general education teachers could utilize to assist students with EBD. In particular the first four questions in the survey required the participants to give basic demographic information related to their educational background and years of teaching experience. These four questions are important because they identify the extent of training each participant had previously received. Niesyn (2009) reported that general education teachers are prepared to work with groups of students across content domains, with little focus on individual difference and specialized needs of students they might encounter within their classroom. If the participants in this study did not have an extensive or a brief background with diverse learners then it would be necessary to first define and describe common characteristics of students with EBD in the handbook before introducing instructional strategies. Mathur (2007) argues that students with EBD cannot successfully meet academic goals without the presence of educators who are prepared with the knowledgeable to meet their needs.

Survey questions five and six asked basic information about each participant's current demographic of students. More specifically, these two questions were asked in order to gain basic information about each participant's personal experiences while instructing in the general education classroom and with students identified as having an IEP or disability. O'Brien (2007) stated that the implementation of IDEA 2004 has led to a dramatic increase of students with an IEP being placed in the general education setting. When creating a handbook pertaining to instructional strategies for students with an IEP it was important to ensure that participants were currently working with at least one student with an IEP. Despite the increased numbers of

students with IEP's placed in the general education classroom Lopez, Monteiro, and Sil (2004) reported a resistance to full inclusion by general education teachers due to the feelings of a lack of competency. This research then lead to a need for a more in-depth discussion about the thoughts and feelings general education teacher possess about instructing students with EBD.

Research Question One. Research question one, “What is the extent of knowledge among general education teachers about teaching children with EBD?” was developed to analyze the current knowledge and perceptions general education teachers, in a private school setting, possessed about students with EBD. Six statements that comprised Survey question seven (Q7) were developed to address and answer research question one. Those six statements from Q7 were created and linked to research question one: Statement 1 (S1), Statement 3 (S3), Statement 8 (S8), Statement 9 (S9), Statement 10 (S10), and Statement 11 (S11). Correlated statements from survey question seven are show in Table 1: *Components of Research Questions One*.

Table 1
Components of Research Question One

Question 7 (Statements)	Written Statement
S1	I have adequate training about managing students with emotional and behavioral disorders while in the general education classroom.
S3	My college courses provided me with adequate knowledge and teaching techniques to better educate students with emotional and behavioral disorder
S8	I am equipped with all the necessary tools and knowledge to emotionally support students with emotional and behavioral disorders.
S9	I am equipped with all the necessary tools and knowledge to emotionally support students with emotional and behavioral disorders.
S10	The general education classroom is the appropriate setting for students with emotional and behavioral disorders.
S11	The special education classroom is the most appropriate setting for students with emotional and behavioral disorders.

These six sub questions analyzed participant's views on their college courses, existing tools and knowledge, and perceptions of student placement. Niesyn (2009) reported that the courses general education teachers have taken prepared them to have competency in all subject areas with little focus on individualized instructional strategies. This type of preparation might then lead to a lack of knowledge and narrowed understanding about students with EBD and what strategies should be utilized to assist them academically. Anderson and Hendrickson (2007) reported a significant correlation between teacher knowledge of students with EBD and the adequate utilization of appropriate instructional strategies within the general education setting.

This could then imply that teachers who do not possess an adequate understanding of students with EBD, their needs, and the appropriate instructional strategies used to instruct them might be partly responsible for providing less valuable educational experience for students with EBD (Payne et al., 2007). Teachers must have the necessary background information related to their student's strengths, weaknesses, and overall interests. This knowledge could then allow the teacher to create strategies that are best suited to the needs of each specific student. This could also increase the chances that the strategies developed and implemented by the teacher would have a greater positive impact on the student. This then emphasized the need for an instructional handbook that first discusses characteristics of students with EBD and related educational laws.

Research Question Two. Research question two, "What types of professional development is available for teachers of inclusive EBD classrooms?" was developed to investigate participants' views pertaining to available resources, professional development seminars, and college course opportunities tailored to students with EBD. Five statements that comprised Survey question seven (Q7) were developed to address and answer research question one. Those five statements from Q7 were created and linked to research question two: Statement

2 (S2), Statement 4 (S4), Statement 6 (S6), Statement (S7), and Statement (S12). Correlated statements from survey question seven are show in Table 2: *Components of Research Question 2*.

Table 2
Components of Research Question 2

Question 7 (Statements)	Written Statement
S2	There are educational professional available to me in order to assist me with providing instruction and guidance for students with emotional ad behavioral disorders.
S4	I have taken professional development courses or seminars in order to find the best teaching techniques for students with emotional and behavioral disorders.
S6	If provided, I would be willing to attend professional development seminars to better equip myself to educate students with emotional and behavioral disorders.
S7	If provided, I would be willing to take a college course to better equip myself to educate students with emotional and behavioral disorders.
S12	I am willing to change my classroom rules and procedures to accommodate students with emotional and behavioral disorders.

These five sub-questions aimed to determine participant's perceptions about their current resources and willingness to attend professional development or a college course to improve their teaching practices. Ragan (2009) reported that teachers can never be fully be prepared for the unexpected, but they must obtain evidence based-instructional strategies though professional development to help improve overall education for students with EBD. Some employers might provide opportunities for continual learning, but a large portion of the responsibility to learn and later implement the material rests largely on the teacher (Hester et al., 2004). Educators must first show a willingness to learn new strategies before new strategies can be implemented. Once teachers are open and willing to learn new strategies they can then begin reading and reviewing related literature and other resources, participating in various PD courses, and then begin developing strategies best suited to the needs of their students with EBD. This handbook aimed

to first explain the benefits and purpose of ongoing professional development, then discuss the availability of PD within the school and community, and finally provide resources that teachers could consult in order to independently gain more PD for students with EBD.

Research Question Three. Research question three, “What are some effective strategies that general education teachers can use to support students with EBD in the inclusive classroom?” was developed to look at participants perceptions about the appropriate placement, responsible for support, and the use of collaboration to assist students with EBD. Six statements that comprise Survey question seven (Q7) were developed to address and answer research question three. Those six statements from Survey Question 7 (Q7) were created and linked to research question three: Statement 5 (S5), Statement 13 (S13), Statement 14 (S14), Statement 15 (S15), Statement 16 (S16), and Statement 17 (S17). Correlated statements are show in Table 3. Correlated statements from survey question seven are show in Table 3: *Components of Research Question Three*, and correlated statements from survey question eight are show in Table 4: *Components of Research Question Three*.

Table 3
Components of Research Question Three

Question 7 (Statements)	Written Statement
S5	I continually collaborate with colleagues in order to find the best teaching techniques for students with emotional and behavioral disorders.
S13	I use positive feedback and praise in my classroom.
S14	I feel that it is my responsibility to provide emotional support for students with emotional and behavioral disorders.
S15	I feel that it is the responsibility of the parents to provide emotional support for students with emotional and behavioral disorders.
S16	I frequently collaborate with families of students with emotional and behavioral disorders to improve student’s school performance.
S17	I feel that my students with emotional and behavior disorders are accepted by their peers without disabilities.

Table 4*Components of Research Questions Three*

Question 8 (Options)	Statement
1	Instructional techniques to increase positive praise.
2	Professional development tailored to students with EBD.
3	Corrective feedback about effectiveness of teaching practices used in your classroom.
4	Additional, trained personnel to assist with educating students with EBD.
5	Additional time to collaborate with other IEP team members about students with EBD.

The six statements from survey question 7 and survey question 8 aimed to gather information about participant's thoughts and feeling regarding collaboration and instructional strategies they would most prefer while instructing in the general education classroom. In order to create a handbook it was first important to discover what participants perceived as the greatest need(s) within their current teaching situation. Battalio and Stephens (2005) indicated that collaboration among teachers, families, and other health providers ensure successful instructional strategies are being generalized among all contexts by students with EBD. That being said for the purpose of this study collaboration was deemed as a strategy general education teacher could utilize in order to better prepare for themselves to instruct students with EBD. Kindzierski et al. (2013) also found in a recent study that collaboration amongst all involved parties is essential to the overall instruction of students with EBD. This handbook lists and describes educational strategies, in a user-friendly format, related to collaboration. The handbook also discusses a collaborative model and all the individuals needed in order to ensure that the plan chosen and developed is the most appropriate strategy for the target student. The handbook also discusses

the use of praise and feedback as a strategy that can be learned through collaboration, which will likely increase the academic performance of students with EBD.

Analysis of Available Manual

For the purpose of this study three manuals focusing on instructional strategies for students with emotional and behavioral challenges were reviewed and analyzed. Strengths and weaknesses were defined. The three handbooks were chosen based on the correlation between their content and the rationale of this study. All three handbooks addressed at least one theme discussed and analyzed in this study, but none of the manuals addressed all three related themes. The goal was to assist in creating a foundation for a handbook that could be used by general education teachers which focused primarily on instructional strategies for students with EBD. *Pre-Referral Intervention Manual* by Stephen B. McCarney and Kathy C. Wunderlich, *Working with Students with Emotional and Behavioral Disorders: Characteristics and Teaching Strategies* by Terry L. Shepherd, and *Tools for Teaching* by Fred Jones were used for this evaluation.

Manual 1: Pre-Referral Intervention Manual

Strengths: This manual focuses on interventions deemed to be the most common learning and behavioral problems encountered in the educational environment. The manual is a quick and easy guide to locate suggestions for a large variety of dilemmas that a teacher may face while in the educational setting. The book has been carefully organized with all of the sections clearly marked in the Table of Contents. This particular design makes it very easy for educators to find the preferred skill and then the corresponding page or page numbers that contain several suggested strategies. More specifically, this manual has thirteen targeted skills and several behaviors that might be associated with each of the thirteen target skills. Each

behavior is labeled with a number which corresponds with several suggestions of possible intervention strategies. This manual could be used as a quick and easy guide for educators to consult when they are unsure of the most appropriate strategies to use when working with students. The manual has several suggested strategies for each behavior, and most can be quickly and easily implemented with little preparation.

Weaknesses: While the manual is very well organized and systematic for easy reference, the lack of a narrative and description about each behavior may prevent the proper selection and application of an intervention. Most of the listed behaviors very general in description and there are lack suggested steps for implementation of each selected strategy. Additionally, the suggested interventions do not explain possible challenges that might arise when implementing each strategy nor does the manual explain how to deal with those challenges. Due to these weaknesses, the handbook for this project, aimed to fulfill the gap by giving the reader necessary background information about the purpose and benefits of each strategy. In order to properly implement each intervention it is vital to first understand the purpose and overall goal of the strategy.

Manual 2: Working with Students with Emotional and Behavioral Disorders:

Characteristics and Teaching Strategies

Strengths: This text gives an extensive overview of challenges educators and other health professional might encounter when working with students with EBD. There is an in-depth write-up about students with EBD and a description of beneficial strategies. This manual focuses on educating the whole child, whether that is behaviorally, socially, academically, or emotionally. The text has three main sections, the first address the background information on EBD, the second discusses how to educate students with EBD, and the third section addresses

how to become a “successful” teacher. The author not only makes suggestions on what might work for educators, but also for other health professionals which would assist with generalizing a skill or intervention.

Weakness: While the manual does give the reader extensive background information about educating students with EBD in a variety of settings it does not focus primarily on interventions that could be used for general education classrooms. The text has been tailored to assist not only teachers, but also other health professionals. However, little was discussed about how those groups should work together through collaborative efforts in order to best assist each student. The handbook created for this study not only addresses background information about students with EBD and related laws, but it also discuss and analyze steps to use during collaborative efforts when assisting students with EBD.

Manual 3: Tools for Teaching

Strengths: This text was the second edition created by the author Fred Jones in hopes of updating material and more accurately informing educators about beneficial strategies that could be used when working with students with EBD. The book is organized in a sequential order based on starting and organizing a classroom and then ending with positive classroom management. The text is very well organized. There are several quotes, charts, and diagrams that emphasize the written information. Section six, Learning to Mean Business, gives several tips and ideas to assist teachers when they might feel as if they have been pushed to their limit or might be considering giving up. While the seven chapters that comprise section six primarily focus on behavioral management, it could be easily generalize and applied to implementing instruction strategies for students with EBD. Another benefit of this book is that is also comes with a shortened and more basic version called Tools for Teaching Video Toolbox Handbook.

This handbook is accompanied by a DVD that also provides strategies for teachers. The DVD highlights information that can be gained by attending the author's workshops and there are several sections tailored to applications for parents.

Weaknesses: This text along with the DVD and condensed handbook provide a plethora of information for teachers to use when managing students with EBD. Unfortunately all of the content is tailored to behavioral interventions, as opposed to instructional techniques. The information in the book could be generalized to fit multiple needs and settings, but educators must be thoroughly trained about the traits and characteristics of students with EBD before generalizations are made. This manual did not focus on the importance of professional development and the use of collaborative efforts to better assist students with EBD. However the handbook for this project addresses professional development, and it presents local places teachers can go to gain information about the instruction of students with EBD. The handbook also addresses the importance of collaboration with colleagues as well as Other Health Professionals and parents.

Description of Handbook

The purpose of this project was to discover the extent of knowledge general education teachers possess about students with EBD and the instructional strategies they used to instruct students with EBD. Also, the information gathered through the needs assessment survey, related literature, and other available manuals was used to create a tailored made, user friendly handbook. The related literature and needs assessment surveys provided a general explanation of the strategies needed in order to best meet the needs of students with EBD. The available manuals demonstrated the importance of a handbook that allowed the reader to easily access the information in a format that could be easily understood even by a first-year teacher. The

manuals also demonstrated the importance of lists, quotes, charts, and diagrams to assist the main text. Together all the components were combined in order to create a handbook tailored to the needs of students with EBD and the general education teachers that work with them. This handbook is unique because it defines PD and collaboration as tools that build the foundation necessary for general education teachers to effectively create a positive classroom atmosphere that fosters learning regardless of the challenges a student might endure.

Chapter 4

Results of the Needs Assessment

Introduction

To enhance and add to the creation of an instructional handbook, a needs assessment survey was created and dispersed among 27 elementary and middle school general education teachers, however only 20 surveys were completed and returned. The needs assessment survey focused on participant's current thoughts and perceptions related to educating students with EBD while in the general education setting. Specifically the survey aimed to discover participant's willingness to implement new strategies and collaborate as an instructional tool.

Demographic Information

This needs assessment survey contained eight survey questions. The first six questions were used to gain an understanding of each participant's general background information and their educational connection to students with disabilities. Survey question seven contains 17 statements that participants were asked to answer using a four point Likert scale. Question seven was developed in order to determine participant's thoughts and feelings related to students with EBD, professional development, and instructional strategies. Survey question eight presented participants with five instructional strategies teachers might utilize when instructing students with EBD. The survey was distributed to N=27 general education teachers in the inclusive classroom, 20 surveys were completed and returned. This shows that 74% of the general education population who received the survey participated. Of the N=20 participants that returned the survey N=10 participants were elementary K-5 educators, N=8 participants taught middle school 6-8 grade, and 2 participants taught elementary and middle school K-8

Needs Assessment Findings

The results from survey questions one through six are shown in *APPENDIX F1: Table 5: Participants Background Information*. Question 1 indicated what grade participants currently taught, 50% taught students in grade K-5, 40% taught students in grades 6-8, and 10% taught students in grades K-8. When asked on Question 5, do you currently work with students that have an IEP, 95% of the participants answered yes and 5% answered no. The participants were then asked, in Question 6, how many students with disabilities they currently teach; it was indicated that 20% taught 1 student, 35% taught 2-3 students, 20% taught 4-5 students, and 25% taught 6 or more students.

Based on participant responses it was determined that all 20 teachers taught at least one student with a disability thus affirming that a handbook would be relevant for this population of general education teachers. Despite the fact that all teachers instructed at least one student with a disability only three participants indicated that they had some type of college course related to special education. However, one participant indicated that they had training as a reading specialist. This discrepancy suggests that regardless of the type of educational preparation teachers receive they are expected to work with a diverse population of students.

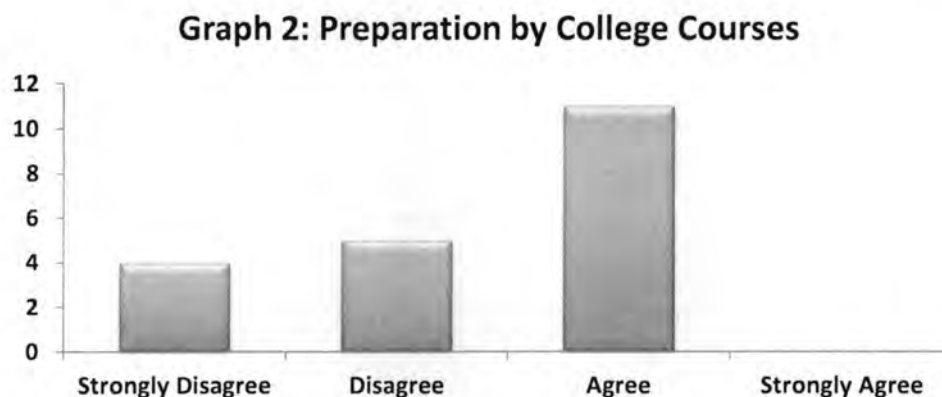
Research Question One. Research Question one, “What is the extent of knowledge among general education teachers about teaching children with EBD?” is comprised of six statements from survey question seven. Results of Research Question one shown in *APPENDIX F2: Table 6: Results of Research Question 1*.

Results of Statement 1. *I have adequate training about managing students with emotional and behavioral disorder while in the general education classroom.* Of the 20 participants, 35% disagreed with the statement, 15% strongly disagreed, 50% felt that they were

adequately trained about managing students with EBD, but no one strongly agreed with the statement. Data is shown in *Graph 1: Adequate Training*.



Results of Statement 3. *My college courses provided me with adequate knowledge and teaching techniques to better educate students with emotional and behavioral disorders.* When asked whether the participants felt that they college courses provided them with adequate teaching techniques 20% of the participants strongly disagreed, 25% disagreed, 55% agreed, but no one strongly agreed. Data is shown in *Graph 2: Preparation by College Courses*.

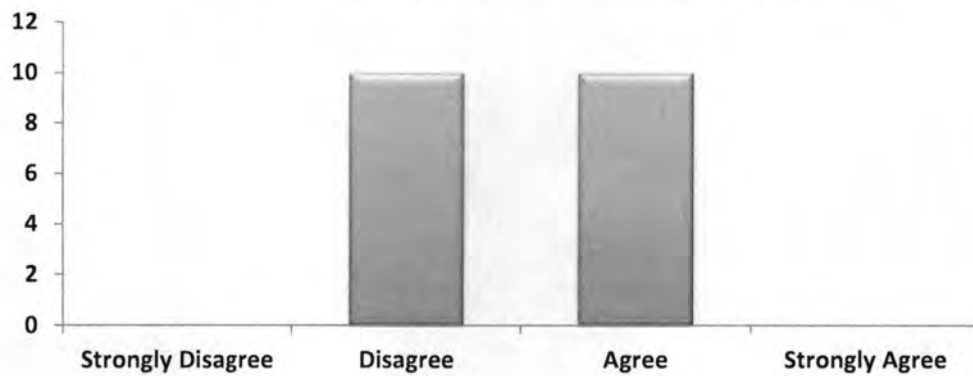


Results of Statement 8. *I am equipped with all the necessary tools and knowledge to academically support students with emotional and behavioral disorders.* When asked if the 20 participants felt equipped with the knowledge and tools necessary to academically support

students with EBD no one strongly agreed or disagreed, but 50% agreed and 50% disagreed.

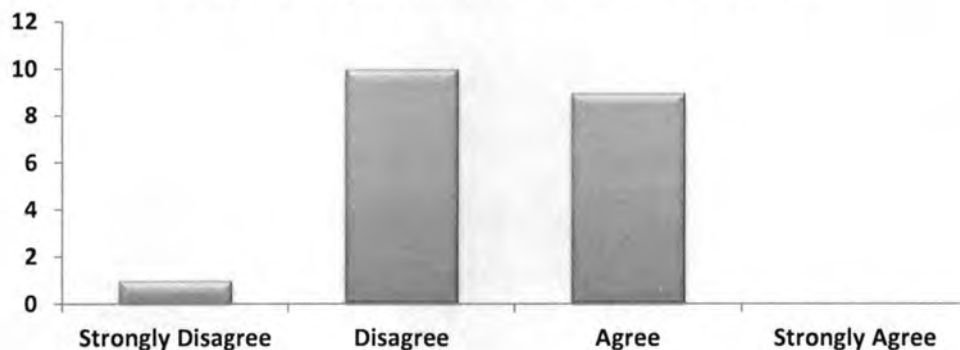
Data is shown in *Graph 3: Equipped to Academically Support*.

Graph 3: Equipped to Academically Support



Results of Statement 9. *I am equipped with all the necessary tools and knowledge to emotionally support students with emotional and behavioral disorders.* When asked if the 20 participants felt equipped with the knowledge and tools necessary to emotionally support students with EBD no one strongly agreed, but 5% strongly disagreed, 50% disagreed, and 45% agreed. Data is shown in *Graph 4: Equipped to Emotionally Support*.

Graph 4: Equipped to Emotionally Support

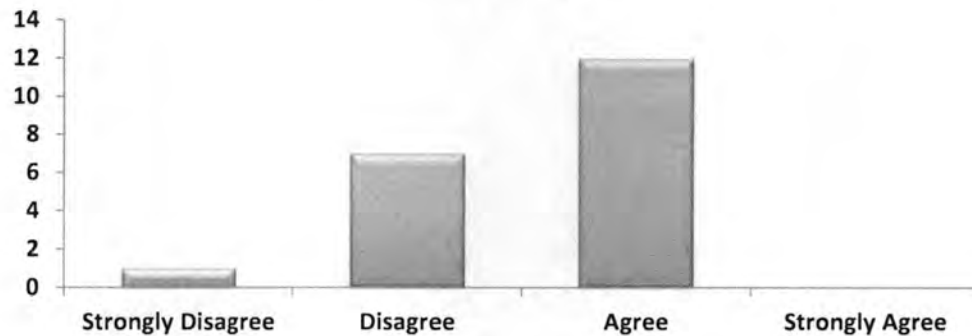


Results of Statement 10: *The general education classroom is the appropriate setting for students with emotional and behavioral disorders.* When participants were asked if they felt the general education classroom was the most appropriate setting for students with EBD 5% strongly

disagreed, 35% disagreed, 60% agreed, and no one strongly agreed. Data is shown in *Graph 5:*

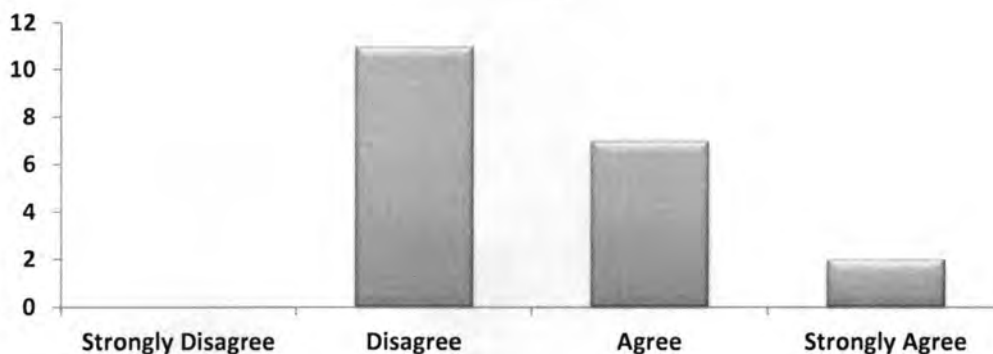
General Education is the Appropriate Setting.

Graph 5: General Education is the Appropriate Setting



Results of Statement 11: *The special education classroom is the most appropriate setting for students with emotional and behavioral disorders.* When participants were asked if they felt the special education classroom was the most appropriate setting for students with EBD no one strongly disagreed, 55% disagreed, 35% agreed, and 10% strongly agreed. Data is shown in *Graph 6: Special Education is the Appropriate Setting.*

Graph 6: Special Education is the Appropriate Setting



Results of Research Questions One. When participants were asked if they felt adequately trained, if they believed their college courses had prepared them, and if they felt

equipped to academically or emotionally support students with EBD only about half of the participants agreed that they were prepared. However, about half of the participants either disagreed or strongly disagreed with these statements. This indicates that the participants might have had a basic understanding of students with EBD, but they might have felt as if they did not possess all of the necessary tools and strategies that would assist students with EBD while in the general education classroom possibly.

Based on the related literature general education teachers are now more than ever expected to educate a variety of learners which makes it important that they feel confident in their ability to assist all students regardless of their disability. Teachers' feelings of a lack of adequacy can affect their ability to confidently educate students with EBD, thus resulting in less effective instruction and poor academic outcomes of students. Based on the results of this research, it is safe to presume that a handbook that presents and discusses definitions, characteristics, and laws related to students with EBD would assist in increasing overall all understanding and confidence of general education teachers when instructing students with EBD. This handbook gives educators the knowledge that can increase their confidence in their ability to develop instructional strategies or consult with other professional who can assist them.

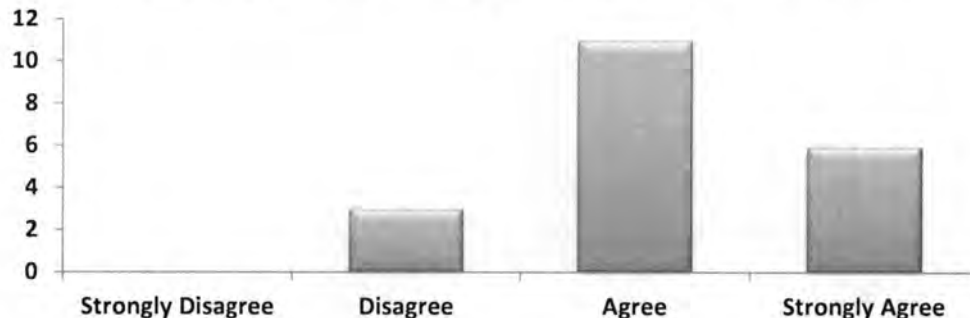
Participants were also asked about their views related to the academic placement of students with EBD. Results indicated that slightly over half of the participants felt that the most appropriate placement of students with EBD was in the general education classroom and with general education teachers. These results were supported when a little over half of the participants disagreed with the statement suggesting that the most appropriate placement of students with EBD was in the special education setting with special education teachers. However, it cannot be ignored that a little under half of the participants did feel that students

with EBD should be primarily instructed in the special education setting by general education teachers as opposed to their general education classroom.

Based on the data, it can be concluded that participants may not have felt that the general education classroom was the most appropriate education setting due to their feelings of a lack of preparation and understanding of students with EBD. This then suggested that if participants did feel more equipped to handle students with EBD then their perceptions on the appropriate educational setting for students with EBD might have been altered resulting in an increased willingness to work with students with EBD in the general education setting. This handbook provided the necessary background information about students with EBD in order to increase a greater of understanding of students with EBD and their needs as learners.

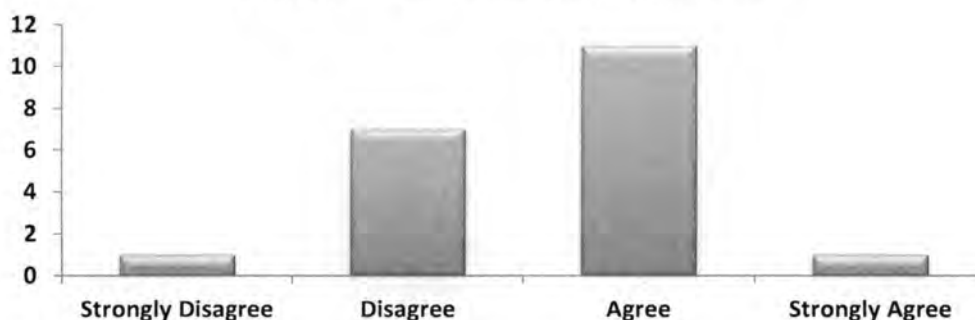
Research Question 2. Research question two, “What types of professional development is available for teachers of inclusive EBD classrooms?” is comprised of five statements from survey question seven. Results of Research Question two are shown in *APPENDIX F3: Table 7: Results of Research Questions 2*.

Results of Statement 2: *There are educational professional available to me in order to assist me with providing instruction and guidance for students with emotional ad behavioral disorders.* Of the 20 participants no one strongly disagreed that they had educational professionals accessible to them. However 15% of the participants did disagree, 55% agreed, and 30% strongly agreed. Data is shown in *Graph 7: Educational Professionals Are Available*.

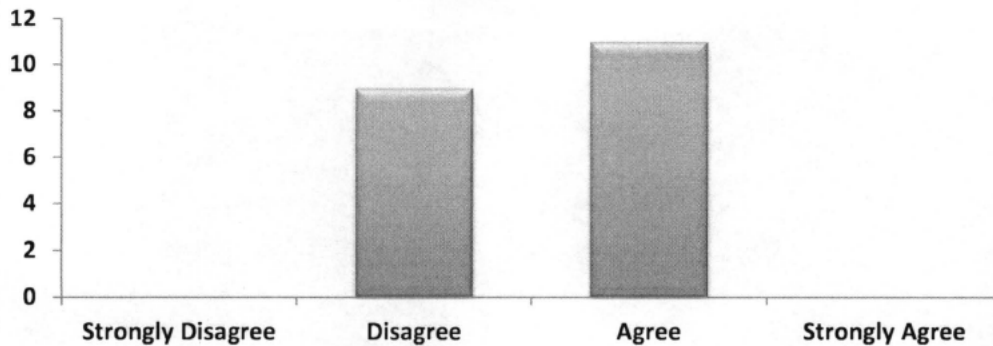
Graph 7: Educational Professionals Are Available

Results of Statement 4: *I have taken professional development courses or seminars in order to find the best teaching techniques for students with emotional and behavioral disorders.*

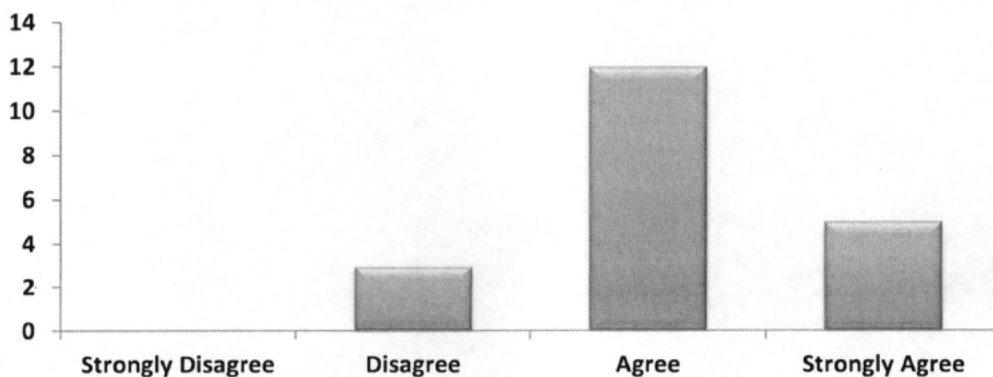
Of the 20 participants asked about whether they took professional development related to assisting students with EBD 5% strongly disagreed, 35% disagreed, 55% agreed, and 5% strongly agreed. Data is shown in *Graph 12: Previously Attended PD*.

Graph 12: Previously Attended PD

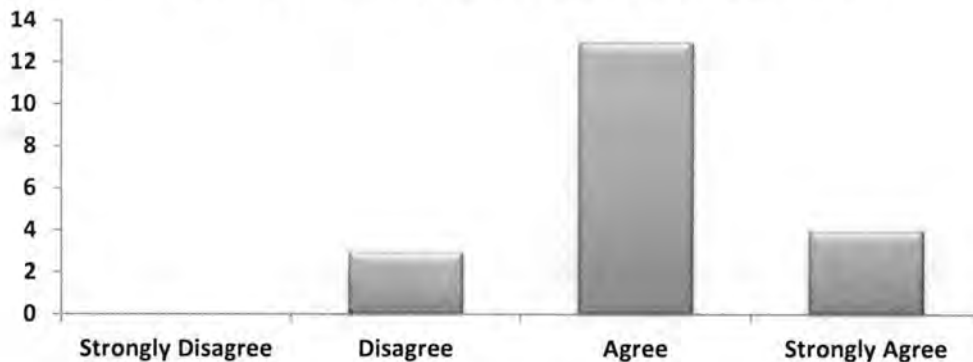
Results of Statement 6: *If provided, I would be willing to attend professional development seminars to better equip myself to educate students with emotional and behavioral disorders.* When asked whether each participant would attend professional development pertaining to instruction for students with EBD, if provided, 45% of participants agreed that they would and 55% strongly agreed. None of the participants disagreed or strongly disagreed with the statement. Data is shown in *Graph 8: Willingness to Attend PD*.

Graph 8: Willingness to Attend PD

Results of Statement 7: *If provided, I would be willing to take a college course to better equip myself to educate students with emotional and behavioral disorders.* Of the 20 participants who were asked whether they would be willing to attend a college course, if provided, pertaining to students with EBD no one strongly disagreed, 15% disagreed, 60% agreed, and 25% strongly agreed. Data is shown in *Graph 9: Willingness to Take a College Course*.

Graph 9: Willingness to Take a College Course

Results of Statement 12: *I am willing to change my classroom rules and procedures to accommodate students with emotional and behavioral disorders.* Of the 20 participants asked if they were willing to change classroom procedures to accommodate for students with EBD no one strongly disagreed, 15% disagreed, 65% agreed, and 20% strongly agreed. Data is shown in *Graph 11: Willingness to Change Procedures*.

Graph 11: Willingness to Change Procedures

Results of Research Question 2. The data indicates that a clear majority of the participants did feel that they were assisted by educational professional within their building. Professionals with the appropriate background knowledge about students with EBD are vital to the success of teachers and students. Since this resource was available to these participants, they might then need assistance on how to effectively use those resources through on-going professional development. A majority of the participants did indicate that they were attending professional development courses tailored to educating students with EBD. However, eight participants disagreed or strongly disagreed which could indicate that some of the participants could have benefited from utilizing the resources that are easily available to them before they began taking outside professional development courses. This handbook provides suggestions to assist educators with ensuring that they knowledge obtained through ongoing professional development is utilized in the general education setting.

Participants were split about their feelings related to attending professional development seminars and college courses. The data does suggest that participants were slightly more willing to attend a college course than a professional development seminar. The higher number of participants who disagreed with attending professional development courses might have been correlated to their views about the overall benefit of professional development and the idea that

most professional development courses do not provide continuous and on-going support. These results supported the idea that participants might see a greater value in on-going instruction and learning as opposed to a one time exposure to a new idea or concept. This handbook provides general education teachers with strategies that will assist allow them to learn and reflect about their teaching practices when working with students with EBD. This handbook also discusses the significance of continuous professional development and resources within the school and community that could be utilized to improve overall understanding and instruction of students with EBD.

All but three participants indicated that they would be willing to change their current teaching procedures to better assist students with EBD. This indicated that regardless of the challenge teachers are willing to assist their students with EBD. In order to better accommodate the needs of the teacher the process in which they learn the strategies should be easily accessible and it should provide a way for teachers to continuously reflect on their new procedures.

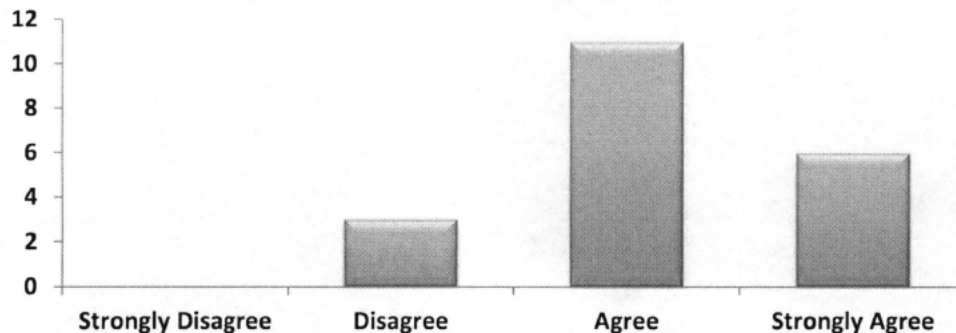
Research Question 3. Research question three, “What are some effective strategies that general education teachers can use to support students with EBD in the inclusive classroom?” was comprised of six statements from survey question seven, as well as, survey question eight. Results of Research Question three are shown in *APPENDIX F4: Table 8: Results of Research Question 3*.

Results of the Six Statements Connected to Survey Question Seven

Results of Statement 5: *I continually collaborate with colleagues in order to find the best teaching techniques for students with emotional and behavioral disorders.* When asked whether each of the 20 participants continuously collaborated with colleagues no one strongly disagreed,

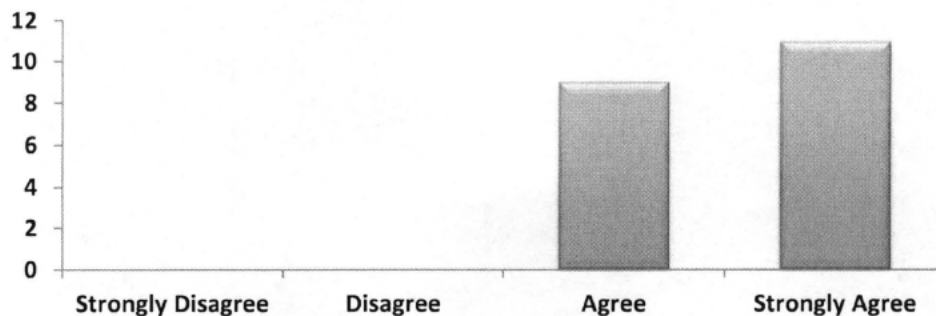
15% of participants disagreed, 55% agreed, and 30% strongly agreed with the statement. Data is shown in *Graph 12: Continuously Collaborate*.

Graph 12: Continuously Collaborate



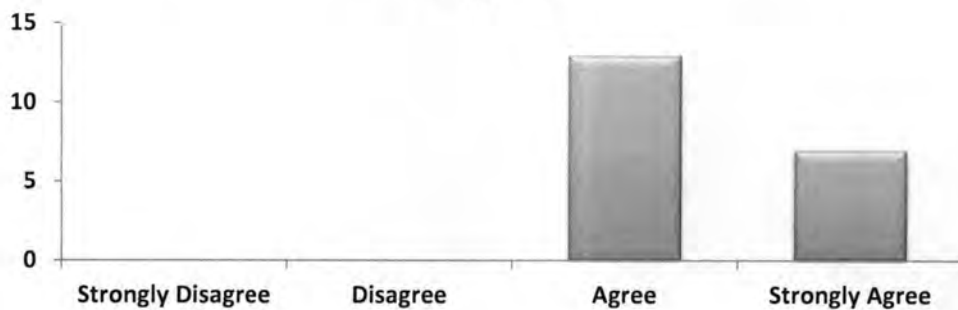
Results of Statement 13: *I use positive feedback and praise in my classroom.* When asked whether each participant used positive feedback in the classroom setting no one strongly disagreed or disagreed. However 45% of participants agreed and 55% strongly agreed that they used positive feedback. Data is shown in *Graph 13: Use of Positive Feedback*.

Graph 13: Use of Positive Feedback



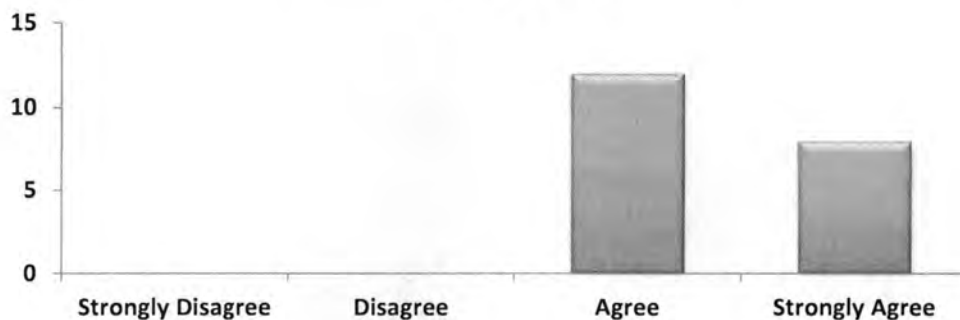
Results of Statement 14: *I feel that it is my responsibility to provide emotional support for students with emotional and behavioral disorders.* When the participants were asked whether they felt the teacher should be responsible with providing emotional support to students with EBD no one strongly disagreed or disagreed, but 65% agreed and 35% strongly agreed. Data is shown in *Graph 14: Responsibility of Teacher for Emotional Support*.

Graph 14: Responsibility of Teacher for Emotional Support



Results of Statement 15: *I feel that it is the responsibility of the parents to provide emotional support for students with emotional and behavioral disorders.* When the participants were asked whether they felt parents should be responsible with providing emotional support to students with EBD no one strongly disagreed or disagreed, but 60% agreed and 40% strongly agreed. Data is shown in *Graph 15: Responsibility of Parent for Emotional Support*.

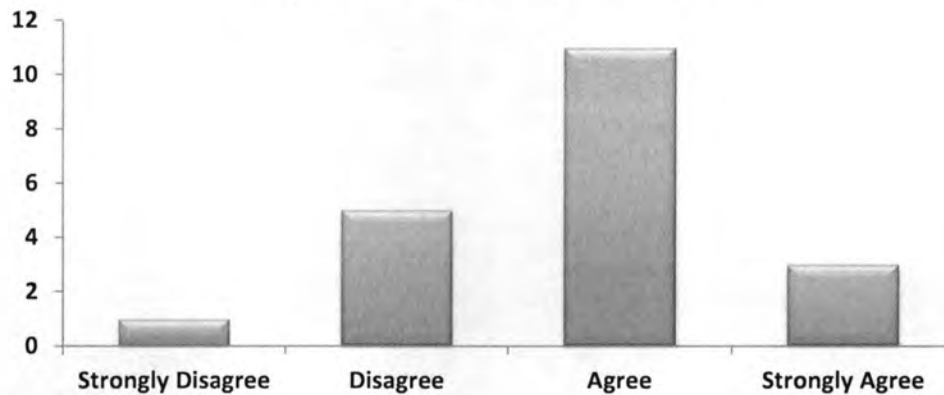
Graph 15: Responsibility of Parent for Emotional Support



Results of Statement 16: *I frequently collaborate with families of students with emotional and behavioral disorders to improve student's school performance.* When the participants were asked if they frequently collaborated with parents of students with EBD 5% strongly disagreed,

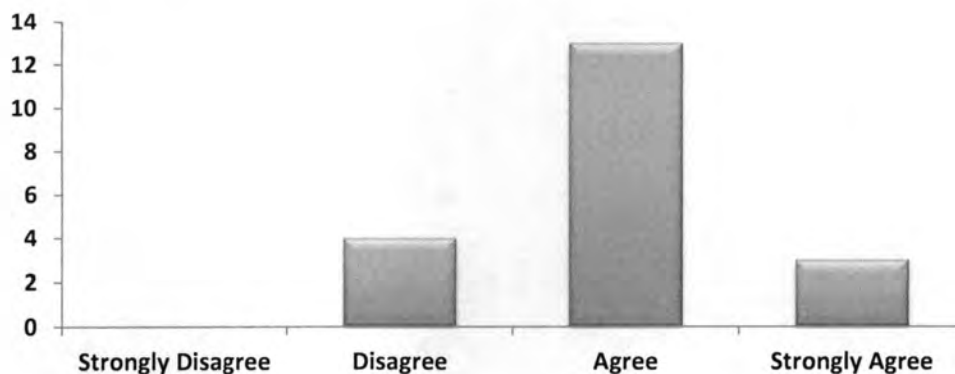
25% disagreed, 55% agreed, and 15% strongly agreed. Data is shown in *Graph 16: Frequently Collaborate*.

Graph 16: Frequently Collaborate



Results of Statement 17: *I feel that my students with emotional and behavior disorders are accepted by their peers without disabilities.* When the participants were asked if they felt their students with EBD were accepted by peers no one strongly disagreed, 20% disagreed, 65% agreed, and 15% strongly agreed that they were accepted. Data is shown in *Graph 17: Students with EBD are Accepted by Peers*.

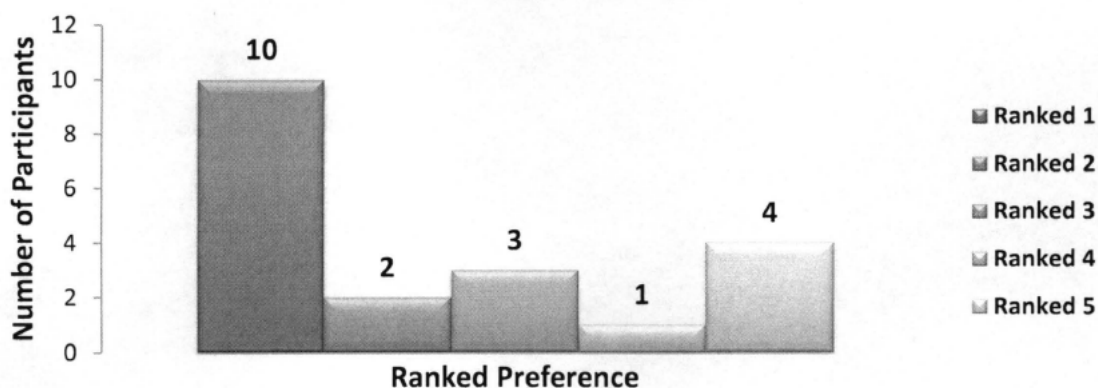
Graph 17: Students with EBD are Accepted by Peers



Survey Question 8: *When considering your classroom dynamics and personal perspective, rank the following categories from 1 to 5 as to what you feel would be most beneficial, with (1) being least beneficial and (5) being most beneficial for you and your students with emotional and behavioral disorders.* Data is shown in APPENDIX F5: Table 9: Results of Survey Question 8.

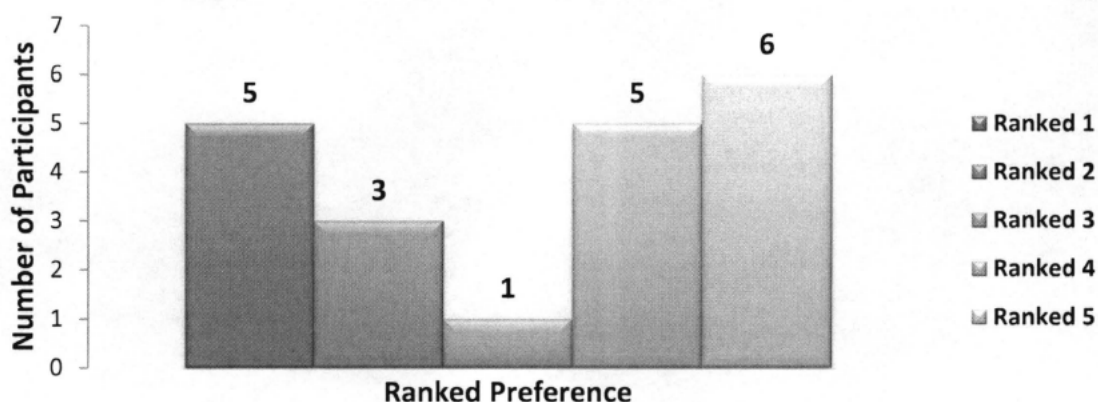
The five possible options were divided in order to better analyze the 20 participants preferences. Participant's responses pertaining to instructional techniques are shown in *Graph 18*. Participant's responses pertaining to professional development are shown in *Graph 19*. Participant's responses pertaining to corrective feedback are shown in *Graph 20*. Participant's responses pertaining to additional trained personnel are shown in *Graph 21*. Participant's responses pertaining to additional time to collaborate are shown in *Graph 22*. Please note a ranking of 1 indicates what participants perceived as least beneficial and a ranking of 5 represents what participants felt would be most beneficial.

Graph 18: Instructional Techniques to Increase Positive Praise



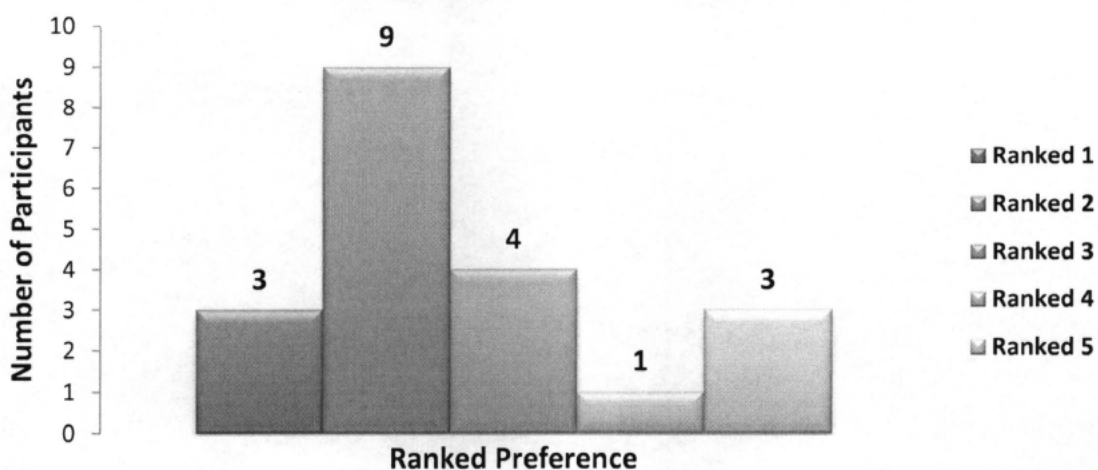
When asked about the level of importance placed on instructional techniques that would increase positive praise 50% ranked it as an 1 (least beneficial), 10% ranked it as a 2, 15% ranked it as a 3, 5% ranked it as a 4, and 20% ranked it as a 5 (most beneficial).

Graph 19: Professional Development



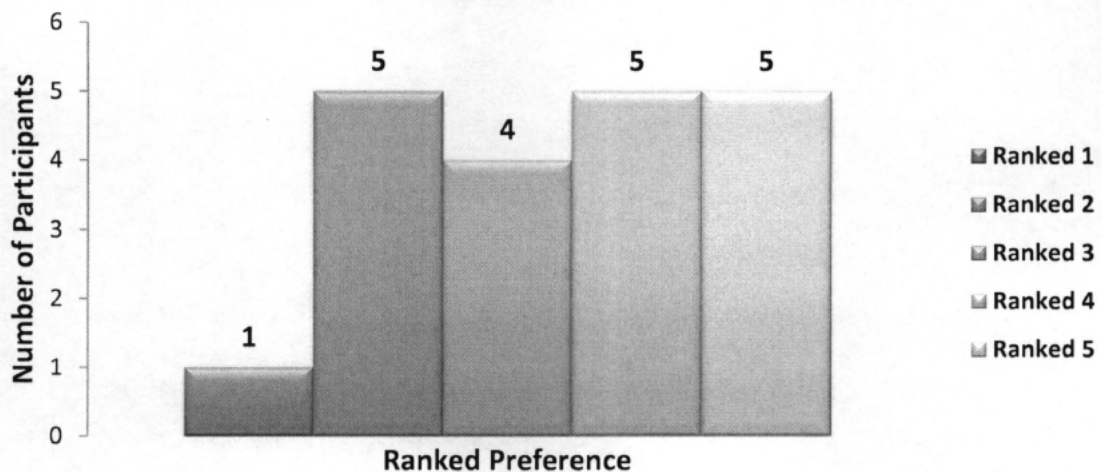
When asked about the level of importance placed on professional development pertaining to students with EBD 25% ranked it as an 1 (least beneficial), 15% ranked it as a 2, 5% ranked it as a 3, 25% ranked it as a 4, and 30% ranked it as a 5 (most beneficial).

Graph 20: Corrective Feedback



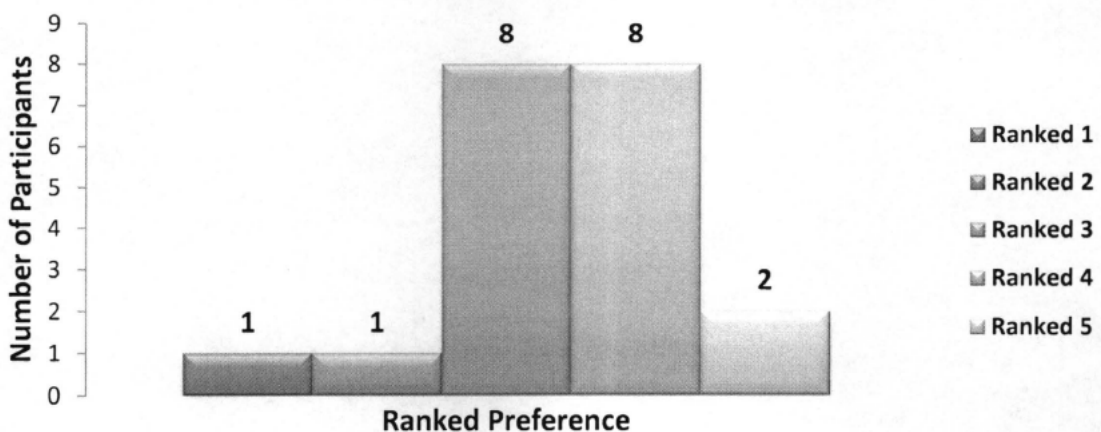
When asked about the level of importance placed on the use of corrective feedback used to improve teaching techniques 15% ranked it as an 1 (least beneficial), 45% ranked it as a 2, 20% ranked it as a 3, 5% ranked it as a 4, and 15% ranked it as a 5 (most beneficial).

Graph 21: Additional Trained Personnel



When asked about the level of importance placed on additional trained personal that could be utilized in the classroom 5% ranked it as an 1 (least beneficial), 25% ranked it as a 2, 20% ranked it as a 3, 25% ranked it as a 4, and 25% ranked it as a 5 (most beneficial).

Graph 22: Additional Collaboration Time



When asked about the level of importance placed on additional collaboration time with IEP team members 5% ranked it as an 1 (least beneficial), 5% ranked it as a 2, 40% ranked it as a 3, 40% ranked it as a 4, and 10% ranked it as a 5 (most beneficial).

Results of Research Question 3. The results of the survey questions related to research question 3 indicated that all of the participants did feel that they used positive feedback and praise in their classroom. Ten participants also reported that the use of positive praise in the general education classroom would be the most beneficial tool to utilize when educating students with EBD. This then suggested that teachers are using positive feedback and praise in the classroom setting, and they feel that it is benefitting their students with EBD. To better assist teachers with implementing positive feedback strategies for students with EBD this handbook provides simple and applicable strategies that they could try to ensure continued and consistent use of this strategy.

Participants were also asked about their perceptions about who was responsible for the emotional support of students with EBD. All of the participants either agreed or strongly agreed that both the parent and teacher were responsible with assisting with the emotional struggles of students with EBD. This suggested that participants did feel that in order for a child with EBD to be successful in the classroom all parties must be involved and work together to ensure students are making sufficient academic and emotional growth. Despite these feelings six participants indicated that they did not continuously collaborate with the parents of students with EBD. This data proposed a possible disconnect between what participants view as important and their current collaborative procedures. This handbook addressed the importance and some methods of collaboration amongst teachers, families, and other health professionals in order to ensure that all parties are effectively collaborating.

As part of the survey participants were asked if they continuously collaborated with others in order to find the best teaching techniques to assist students with EBD. A large majority of participants indicated that they do continuously collaborate, but again when asked whether they continuously collaborate with parents six participants indicated that they did not. This indicated that teachers are collaborating with colleagues as opposed to families. When asked about the benefit of additional time to collaborate on survey Q8 most participants ranked it as either third or fourth on their list of items that would assist students with EBD. This implied that the participants felt that what they were doing was sufficient and appropriate without realizing that effective collaboration involves more than just educators. This handbook presents a model that educators can use as a guide to increase the effectiveness and use of collaboration amongst as colleagues, families, and other health professionals. This can then be used as a strategy to assist students with EBD.

Conclusion

In conclusion, due to changes in legislation, IDEA (1997), more students with EBD are being instructed while in the general education setting by general education teachers. However, the data collected from the survey indicates that a large number of the participants do not possess adequate background knowledge about characteristics of students with EBD or training to effectively instruct these students. The related literature suggests that students with EBD are less likely to make academic gains when instructed by educators that are uncomfortable or lack confidence in their ability to select and implement differentiated strategies. The data gained from the survey also supported the notion that a lack of a basic understanding of students with EBD does affect teacher perceptions and willingness to work with students with EBD in the general education setting.

Based on the results, this handbook first lists and describes basic characteristics of students with EBD, and then explains how those characteristics affect students with EBD while in a general education setting. The handbook also discusses important related educational laws and how those laws affect the placement and instruction of students with EBD. Together these components will better equip general education teachers with the knowledge needed to effectively engage in PD and collaboration, as well as develop and implement strategies for students with EBD.

Research related to the education of students with EBD indicated that on-going PD was a beneficial tool teachers should use to better equip themselves with the knowledge-of appropriate strategies to assist students with EBD. The data from the survey also indicated that participants believed they had educational professionals within their building that they could consult to gather necessary information about students with EBD. Several participants reported that they would not be willing to attend PD. However they did report that they would be willing to change their classroom procedures. This suggests that participants could be hesitant about attending PD due to factors other than motivation and readiness. Based on the information gained from the literature and the survey, the handbook presents easy and alternative forms of PD that can be used to improve instruction for students with EBD.

In addition to PD, the related literature stressed the use of collaboration as an effective strategy that can be utilized to assist students with EBD in the general education setting. Effective collaboration involves teachers, other health professionals, students, and their families. The results from the survey indicated participants believed the emotional and academic instruction of students with EBD was the shared responsibility of parents and teachers. Through the identification and involvement of teachers, parents, and other health providers in the

collaborative process general education teachers can better develop strategies to best suit the needs of their students with EBD.

The literature and results related to PD and collaboration were used as the foundation for the second section of the handbook which gives an explanation of PD and general resources available within the school and community. This handbook emphasizes the idea that PD does not have to be a complicated, extremely expensive, or time consuming process for teachers. Unlike other available manuals, this manual notes quick and easy steps teachers can take to better prepare and equip themselves through the engagement of various forms of PD. This handbook also discusses the importance of collaboration as a strategy teachers can use to consults with colleagues, families, and other health professionals to devise and implement interventions that are best suited for each individual student. These strategies can better prepare teachers to meet the academic, social, and emotional demands of students with EBD.

Finally, the survey assessed the willingness of participants to implement new strategies within their classroom. Teachers did indicate that they used praise and feedback within their classroom, yet they were still willing to implement new procedures within their classroom in order to meet the needs of students with EBD. The related literature indicated the development of a positive classroom atmosphere and the increased use of positive feedback and praise will likely enhance the academic performance of students with EBD.

The data gained from the survey and the related literature pertaining to a positive classroom atmosphere was used as a guide for the development of a section of the handbook related to positive classroom strategies. This handbook not only discusses the importance and benefits of a positive classroom environment, but it also discusses the use of feedback and praise as instructional strategies for students with EBD. General education teachers gain an

understanding about these strategies and how to effectively implement them within their classroom through the engagement of on-going PD and collaboration. Overall this handbook discusses the importance of meeting the needs of students with EBD by first gaining the background knowledge of students with EBD and then engaging in on-going PD and collaboration, which ultimately aids in the development of a positive classroom atmosphere for students with EBD.

Chapter 5

Special Project: Handbook

Educating Students with EBD: Where to Start

~A Guide For General Education Teachers~



★ Educating the mind without educating the heart is not education at all.
—Aristotle

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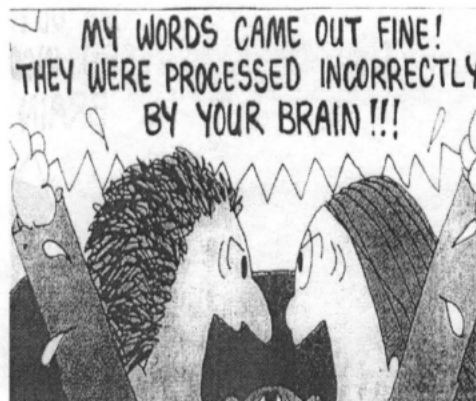
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Chapter 1

Introduction

Can you relate?

Every teacher has had “that” day, month, or maybe even year that has completely left them frustrated and questioning whether they were cut out for this job. Most teachers sought out to use their knowledge, passion, and skills to nurture young minds, but they may have never realized just how physically and emotionally draining it could really be. Teachers are expected to put in long hours planning, prepping, and teaching in a classroom full of unique learners. Teachers are viewed as educators of knowledge, listeners of worries, and problem solvers of problems that may appear unanswerable. As part of the licensure requirements in Indiana teachers are required to obtain at least a bachelor’s degree, complete a student teaching experience, and pass the Pearson Exam before they can begin teaching. If a teacher was able to meet all these requirements then they should technically be ready to teach a group of young minds, but who is ever really ready?



<http://www.fun-damentals.com/>

There is no way to determine if a teacher is really going to be able to withstand the various demands of teaching in the general education classroom or fulfilling all of the school requirements behind the scenes.

Teaching is so much more than simply standing at a podium and lecturing students who sit motionlessly while listening to every word being taught, that just isn't reality. REALITY is having a small room of 30 students with a variety of educational, social, and emotional needs. Reality is having a packed schedule with no time for small talk or off task behaviors. Teachers have been put to the test, but



***Teachers have been
put to the test,***

unfortunately some educators have not been given the right study guide, writing utensil, or appropriate testing environment to be successful.

Teachers face enormous amount of challenges each and every. Some of those challenges are partially due to the lack preparation or understanding of the needs of all learners. While in the general education settings teachers are expected to instruct a variety of learners, but in order to be successful they need the tool that will best benefit them as they navigate through the educational process. In order to better assist general education teachers as they prepare to meet the demands of their students this handbook present basic information related to students with EBD and the

***But they need the
necessary tools!***

strategies that could be used in order to ensure they are successful while in the general education setting and then later throughout their lives.

Who is the author?

My name Tegan Krouse and I am currently employed as a resource teacher where I work with students in grades 5-8. When I was younger I always knew that I wanted to become a teacher; however, I was not until my first year of teaching that I realized I wanted to become a special education teacher.

In order to attain that goal I attended DePauw University where I majored in Education Studies and minored in Psychology. The day after I received my diploma from DePauw I began taking classes to earn my elementary teaching license at Indiana University in Fort Wayne. After completing the licensure program I accepted a resource position where I gained firsthand experience about working with students with disabilities. More specifically, I learned how challenging it was to develop appropriate classroom procedures and instructional strategies for students with EBD.

I thought that my previous educational experiences had prepared me to educate a diverse group of students, but I was wrong. I found myself constantly searching for new strategies and resources to assist me with developing differentiated instructional strategies. My little experience constantly created barriers in my ability to teach and instruct my students. In particular I was challenged with developing and implementing strategies suited to the needs of students with EBD.

I knew that if I was going to be an effective teacher I needed to gain the exposure and knowledge that would allow me to make a positive impact in the lives of my students. In order to accomplish this goal I turned to my colleagues, I attended a variety of PD courses, and I

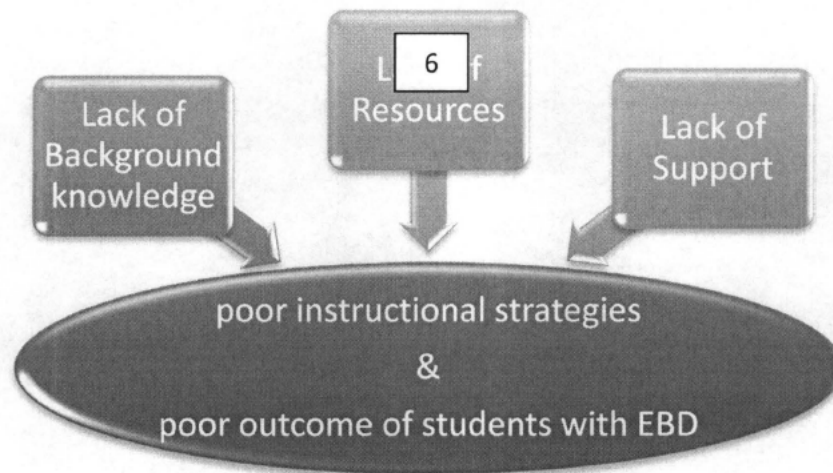
enrolled in a Special Education MsD. Program at Indiana University in Fort Wayne. Together all of those sources helped me regain my confidence as a teacher. Now it is my goal to assist other general education teachers as they differentiated instruction for students with EBD.

What is the purpose of Handbook?

The student population in the general education classroom has changed dramatically, particularly after the reauthorization of **Individuals with Disability Education Act (IDEA)** in 2004. IDEA states that all children regardless of their disability should and will receive a **Free and Appropriate Public Education (FAPE)** while in the **Least Restrictive Environment (LRE)**. This has then led to an increase of students with disabilities in general education classrooms teachers (O'Brien, 2007). That being said, more students with **Emotional and Behavioral Disorders (EBD)** are being instructed by general education teachers while in the general education setting. However, a large number of students with EBD have not been making sufficient academic progress. Mathur (2007) suggests that students with EBD are not making the necessary academic progress due to educators making generalizations about them and the strategies they feel would be most beneficial to assisting them while in the academic setting. This is most likely occurring not because the teacher is trying to be cruel, but rather because of a lack of knowledge and resources pertaining to educating students with EBD (Mathur, 2007).



Teachers have NOT gotten the *proper resources, support, and background knowledge* about their students with EBD. This then effects the strategies and tools used to assist students with EBD, which ultimately results in the use of poor instructional strategies and educational outcomes for students with EBD.



This then suggests that general education teachers could benefit from more resources and background information about how to successfully include students with EBD in the general education classroom. Whelan and Simpson (1996) emphasized the importance of implementing effective interventions by highly trained and skilled personal in order to provide the most appropriate instructional support each child with EBD. To ensure



that education is meaningful for students with EBD educators must select effective strategies, be trained on how to implement those strategies, and finally they must collaborate with other colleagues to ensure accurate implementation and ensure that the teaching practices are maintained and utilized over time (Jeffrey, McCurdy, Ewing, & Polis, 2009).

The Bottom Line:

Related Literature
+
Needs Assessment Survey
=
Teacher Handbook

This handbook aims to improve the educational experience and outcome of students with EBD by developing the teaching practices of general education teachers in the inclusive classroom.

How were the topics selected?

7

The information for this handbook was obtained through an analysis of related literature and a needs assessment survey connected to academic strategies and knowledge about students with EBD and their educational experiences. The needs assessment survey was completed by 20 general education teachers located in a Pre-Kindergarten through eighth grade elementary and middle school. Of the 20



<http://patlit.blogspot.com/>



<http://blog.northjersey.com>

participants, 17 had obtained their teaching license through a traditional educational program which assisted them with obtaining their primary or secondary teaching license. In addition, only 5 participants had obtained their masters degree.

The literature suggests that general education teachers are trained to work with groups of students across a variety of content domains, with little focus on individual

differences and specialized needs of students (Niesyn, 2009). General education teachers appear to be *overwhelmed* by the *amount and type* of *demands* that are necessary to appropriately instruct students with EBD because they have little to no preparation in that particular area of study (O'Brien, 2007). This was also supported by the data collected from the needs assessment survey because a majority of the participants had very little training about educating students with EBD.



This then created a need for a handbook to first help the reader develop an understanding of EBD, the common characteristics teachers encounter while in the general education classroom, and the laws connected to educating students with EBD. The handbook then discusses the importance of on-going **PROFESSIONAL DEVELOPMENT (PD)**. Additionally, this handbook addresses ways to access various types of professional development could be easily accessed in the school and community. Then the handbook addresses the importance of **POSITIVE FEEDBACK** and creating a positive atmosphere within the classroom. Finally, the handbook discusses the importance of **COLLABORATION** amongst colleagues, students, and families.

Chapter 2

Understanding Emotional and Behavioral Disorders (EBD)

What is EBD?

As part of the Federal definition for EBD it is commonly referred to as Emotional Disturbance (ED). However there are many "UMBRELLA" terms often used to refer to EBD, and under these terms there is a wide range of specific condition that are range in characteristics. SOME of these conditions include:



Anxiety Disorder: Student may appear nervous, uneasy about taking a test, overwhelmed, or struggle to make decisions

Bipolar disorder: Student may appear talkative, impulsive, withdrawn, unmotivated, or difficult to engage.

Conduct disorder: Student may appear aggressive, defiant, argumentative, lacking accountability, destructive, or spiteful

Obsessive-compulsive disorder (OCD): Student may appear distractible, slow or stuck on tasks, fatigued, to retrace, or to need constant reassurance

Psychotic disorder: Student may appear to have mood swing, hear voices, erratic behavior and reactions, or be withdrawn

Initially

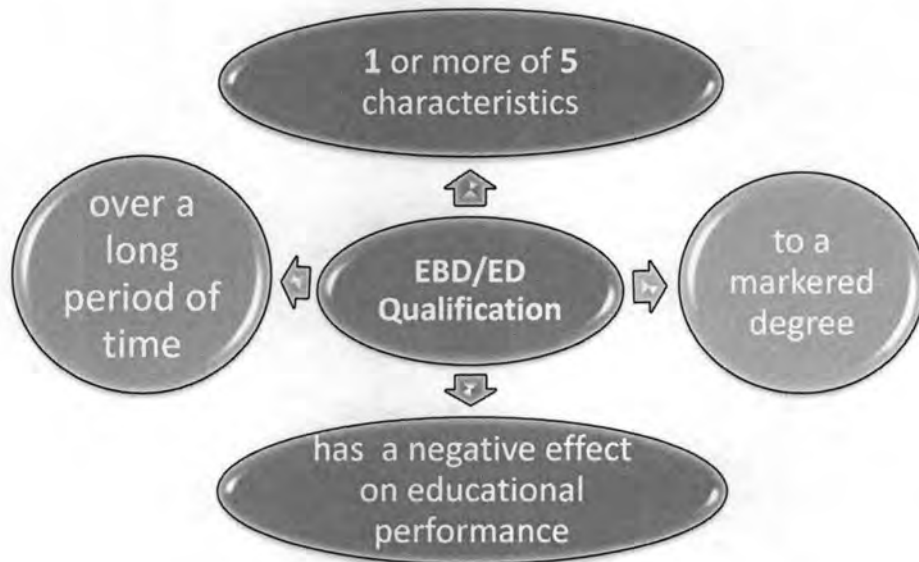
these conditions sounds slightly might sounds scary and overwhelming, but it is important to remember that just because an students has one of these diagnosis or is labeled as having EBD or ED does NOT mean they are always going to be a threat to you or their peers.

Visual Depictions

- ☐ YouTube clip the gives additional written definitions and common characteristics of students with EBD.
 - <http://www.youtube.com/watch?v=kGslj8PuMI4>
- ☐ YouTube video from the Brain & Behavior Research Foundation which gives professional, parent, and student reports on Mental Illness.
 - http://www.youtube.com/watch?v=Btcd_Y21IXo
- ☐ YouTube video that depicts a personal reflection on how an anxiety disorder can have detrimental effects on an individual.
 - <http://www.youtube.com/watch?v=aPsuGLWWkcw>
- ☐ YouTube video recording of a collaborative meeting discussing the effects of a bipolar disorder on students.
 - http://www.youtube.com/watch?v=S3s-Wn_ohSE
- ☐ YouTube video of Dr. Kimberly Williams as she explains that characteristics associated to having a conduct disorder.
 - <http://www.youtube.com/watch?v=g58qUHEq6fU>
- ☐ YouTube video of a licensed Psychologist as she explains OCD.
 - <http://www.youtube.com/watch?v=izT40QNFXuM>
- ☐ YouTube video that describes the definitions and characteristics of having a psychotic disorder.
 - <http://www.youtube.com/watch?v=S-cksfBIHVc>

What does the Law Say?

In order for a student to qualify for an Individualized Education Plan (I.E.P) under the federal label of Emotionally Disturbed (ED) a student must have **1** or more of the **5** characteristics, to a marked degree, over a long period of time, AND it must have an unfavorable effect on their educational performance.



Those five characteristics include:

- ☐ an inability to learn that is not a result of factors relating to intellectual, sensory, or health
- ☐ an inability have or maintain relationships with peers and teachers
- ☐ inappropriate behaviors or feelings in normal situations
- ☐ constant unhappiness or depression
- ☐ a tendency to develop physical illnesses due to pains or fears associated with personal or school problems

What are typical characteristics of students with EBD?

Students with EBD often exhibit moderate to severe extensive academic deficits in several areas when compared to their peers without disabilities (Lane, 2007).

A student diagnosed as having EBD is primarily characterized by demonstrating some type of behavior that is significantly more severe than their typical cultural and age group context. More specifically these behaviors can be categorized as either an 1) externalizing behavior or 2) internalizing behavior.

Externalizing behaviors: are the behaviors that are more easily seen and identified by teachers, parents, and other health professionals. These behaviors can be very disruptive to the learning environments and at times dangerous for other students to be around.

Internalizing behaviors: are the behaviors the behaviors that result in a student's having too little social interaction with those around them. These behaviors are less often identified when compared to externalizing behaviors. They often go unidentified because these students are not typically destructive and in most cases they appear compliant.

Behaviors Frequently Seen in the Classroom Setting**Externalizing Behaviors**

- getting out of seat
- yelling, talking out, and cursing
- disturbing peers
- hitting or fighting
- ignoring the teacher
- complaining
- arguing excessively
- stealing
- lying
- destroying property
- not complying with directions
- having temper tantrums
- are excluded from peer-controlled activities
- does not respond to teacher corrections
- does not complete assignments

Internalizing Behaviors

- very few friends, if any
- poor social skills
- lack of ability to communicate with peers
- does not play with others their age
- retreats into daydreams and fantasies
- fearful without reason
- frequently complains about being hurt or sick
- withdrawn
- painfully quiet
- goes into deep bouts of depression

www.Education.com

Identification of these characteristics is vital to not only the academic success, but also the overall quality of life of students with EBD. Students with EBD are more likely to drop out of school, engage in delinquent behavior,

Struggle academically

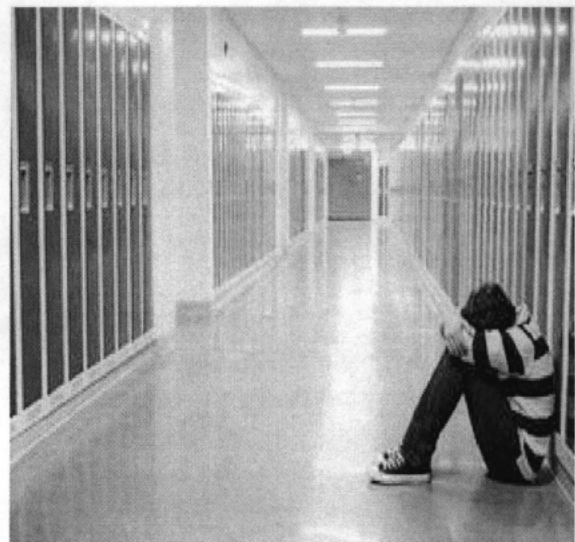
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A need to escape

abusing drugs and alcohol, and have poor interpersonal relationships with others (Anderson, 2000). Oliver and Reschly (2010) indicated that students with EBD that struggle

academically are at a higher risk of behavioral problems because inappropriate behavior is typically a result a need to escape more difficult academic tasks.

As much as 2% of school-age students diagnosed with EBD are located in the general education classroom among their peers without disabilities (Lane, K., Wehby, & Barton-Arwood, 2005). When any child enters the school doors he/she is bringing their own personal life experiences which ultimately shape their social, emotional, and behavioral development. These experiences are formed by factors such as stability of their school environment, parental involvement, presence of support services, and their own personal satisfaction with their education (Wagner, Kutash, Duchnowski, Epstein, & Sumi,



2005). This suggests that there is a link between a student's ability to succeed in the educational setting, life experiences, and overall social and emotional development.

How does this pertain to my classroom practices?

A large number of students with EBD have been deprived of appropriate instructional strategies, partially due to uncertainty among educators about

Be knowledgeable

what instructional strategies are most beneficial and how those strategies should be

implemented due to a lack of knowledge and resources (Mathur, 2007). Students with EBD struggle to master academic skills, not because of a deficit in intellect, but rather a lack of engagement (Payne, Marks, & Bogan, 2007). Students with EBD who are achieving below their grade level and with splintered skills (skills with gaps in

student understanding) may unfortunately receive ineffective instruction from teachers that are not properly prepared or unaware of

Be Prepared

how to work with students that have academic, emotional, and behavioral skill deficits. Students with EBD are at a significant risk for school failure or mental health and adjustment problems if they are not given the vital educational services and social interventions (Mathur, 2007).

As long as the educational system continues to enforce the right for all

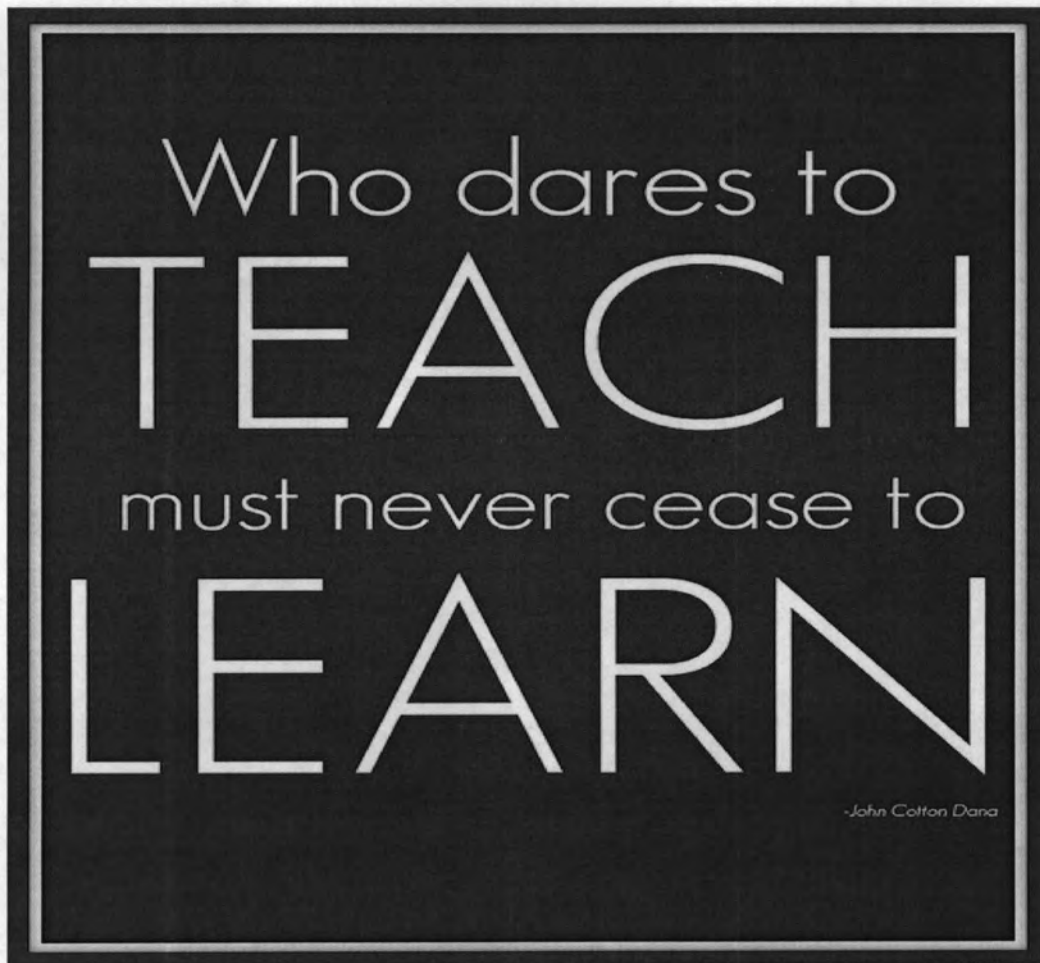
Make a Difference

students, regardless of their disability, to receive FAPE while in the LRE then all teachers must be

prepared to work with students with a variety of academic, social, and emotional needs (O'Brien, 2007). In order to improve the

academic instruction for students with EBD teachers need to establish a strong foundation of research based instructional strategies.

★★★★★★★★★★



★★★★★★★★★★

Chapter 3

Importance of On-going Professional Development (PD)

Why is PD important?

It is vital that teachers be given the appropriate professional development in order to gain an awareness of students with EBD. Teachers, like all other people, can never be fully prepared for unexpected, but receiving the information about the appropriate academic strategies can help to improve the overall education for students with EBD. As a result of participating in the PD teacher begins to feel more confident in their ability to provide the needed and most appropriate education for all their students regardless of their disability.

“One of the most compelling reasons is that student achievement depends on rigorous standards and a knowledgeable education team. To have high standards for students, there must be high standards for the staff members who work with them.”

(www.nea.org).

In education, research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels.

www.learningforward.com

The overall objective of PD:

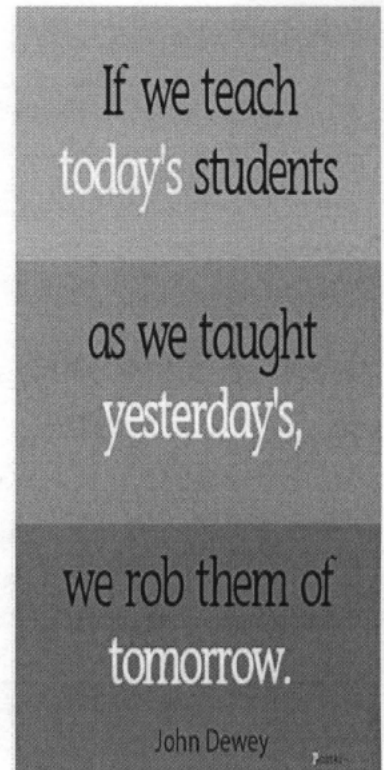
-is to present new information and provide flexible training experiences in order to strengthen the performance level of the each teacher so they can then improve their teaching practices and the educational experience for their students while also raising students achievement.

Understanding PD:

- ❖ This is a link to Chapter 3, The Professional Development of Teachers, of the text *Creating Effective Teaching and Learning Environments: First Results from TALIS*. This chapter discusses the importance of PD.
 - <http://www.oecd.org/berlin/43541636.pdf>
- ❖ A PDF created by Learning Forward which describes the basics and importance of PD through a question and answer format.
 - http://learningforward.org/docs/pdf/why_pd_matters_web.pdf?sfvrsn=0
- ❖ Article, *Professional Learning That Matters*, written by Samantha Cleaver that discusses 10 keys to making PD meaningful.
 - <http://www.weareteachers.com/hot-topics/special-reports/professional-learning-that-matters/>

What PD is available within the school?

When teachers picture professional development they typically envision sitting at a desk while attending a college course or sitting in a large conference room with a formal speaker. Both of which can be extremely intimidating and overwhelming. Teachers have a hard enough time trying to balance instruction, lesson plans, and staff meetings, let alone attending a formal PD seminar. Sometimes there just isn't enough time to do all things you want to do, and PD is typically the first thing to be pushed to the side. Of course teachers assume they will eventually get to it, but before they realize it; it has been over a year and they still haven't reflected on their teaching practices. However, it is not always that complicated. Surprisingly, professional development can take the form of various types of learning.

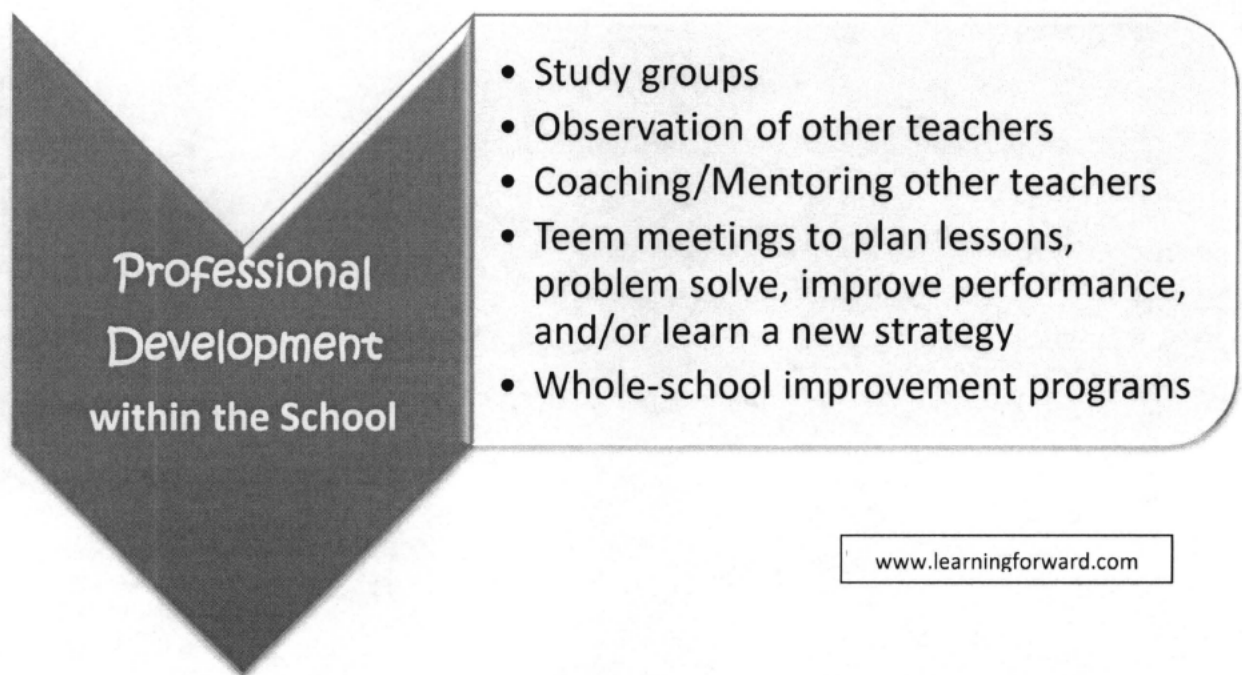


educatorstechnology.com

Professional Development- can also occur in informal contexts such as discussions among work colleagues, reading related research, or observations of a colleague's work

-www.learningforward.com

Professional Development does not have to be challenging or time consuming. There are ways to accomplish everyday tasks while still attending some type of PD. Collective Thinking is one of the cheapest and most underrated forms of PD. Why not use the individuals who know you best, who know your students, who are dealing with the same everyday challenges that you are experiencing? Honestly, who could relate more to your situation?



In order to better assist students with EBD, teachers need to be open to the assistance of their colleagues. Teachers need to utilize every available resource within their working environment in order to improve the delivery of instruction for students with EBD. Differentiating instruction for students with EBD can prove to be challenging for general education teachers without the appropriate training, but the teaching process can be greatly improved when teachers use the resource available to them.

What PD is available with the community?

Like the school setting the community in which a teacher lives and works can also prove to be a great source of information that would help to improve the educational practices used when instructing students with EBD. At times an outside perspective, without any bias, is necessary to reflect upon ones teaching practices. However it can be challenging for teacher to navigate through the resources to find exactly what they are seeking to find.

Below is a list of three great resources which provide resources for teachers when seeking information about students with EBD and how to appropriately tailor teaching practices to fit their needs.



National Alliance on Mental Illness, FW

- ❖ www.nami.org/
- ❖ NAMI is an organization that raises awareness about mental illness and provide free education, advocacy, and support groups.



Council for Exceptional Children

- ❖ <http://www.cec.sped.org/Professional-Development>
- ❖ The CEC is dedicated to improving the educational success of individuals with disabilities and/or gifts and talents.



Learning & the BRAIN

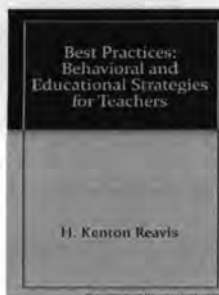
- ❖ <http://www.learningandthebrain.com>
- ❖ This organization provides educational conferences, symposiums, summer institutes, and one-day PD trainings throughout the country.

Similar to online sources written texts are also a great way to gain the necessary PD to better instruct students with EBD. Below is a list of texts that teacher could consult in order to gain more information about students with EBD and the best practices used to assist them.



The Teacher's Encyclopedia of Behavior Management: 100 Problems/500 Plans

- ❖ ISBN: 1599090503
- ❖ This text common classroom problems and plans strategies tailored to the purposed, duration, and severity of each individual situation.



BEST practices: Behavioral and educational strategies for teachers

- ❖ ISBN: 1570350523
- ❖ This is a practical text that general education teacher can consult when developing practical ideas for the their classroom.



The Tough Kid Book: Practical Classroom Management Strategies.

- ❖ ISBN: 0944584543
- ❖ This text is a step-by-step guides teachers can consult in order to address challenging student behaviors.



The Tough Kid Tool Box

- ❖ ISBN: 1570350000
- ❖ This text is packed full of reproducible and step-by-step directions on how to implement strategies and use forms to engage students.

Chapter 4

Effective Collaboration

What is collaboration and why is it important?

Collaboration has been defined as the action of working jointly with someone to produce or create a finished product. Similarly, while in the educational

Working Jointly
To Create

Different Opinions
& Backgrounds

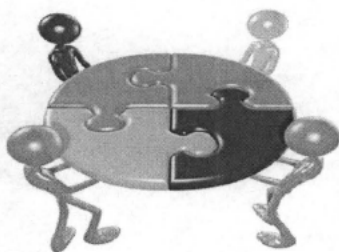
setting collaboration takes place when individuals of different opinions and backgrounds work together in order to achieve one common goal. Collaboration is not only a way to discuss problematic situations, but it is

also a form of professional development. During collaboration teachers receive the opportunity to share new ideas and concerns while gaining feedback from within the collaboration group. The

Achieve One
Common Goal

feedback given during collaboration can help teachers improve the overall

understanding of students with EBD and the strategies they choose to implement within their classroom.

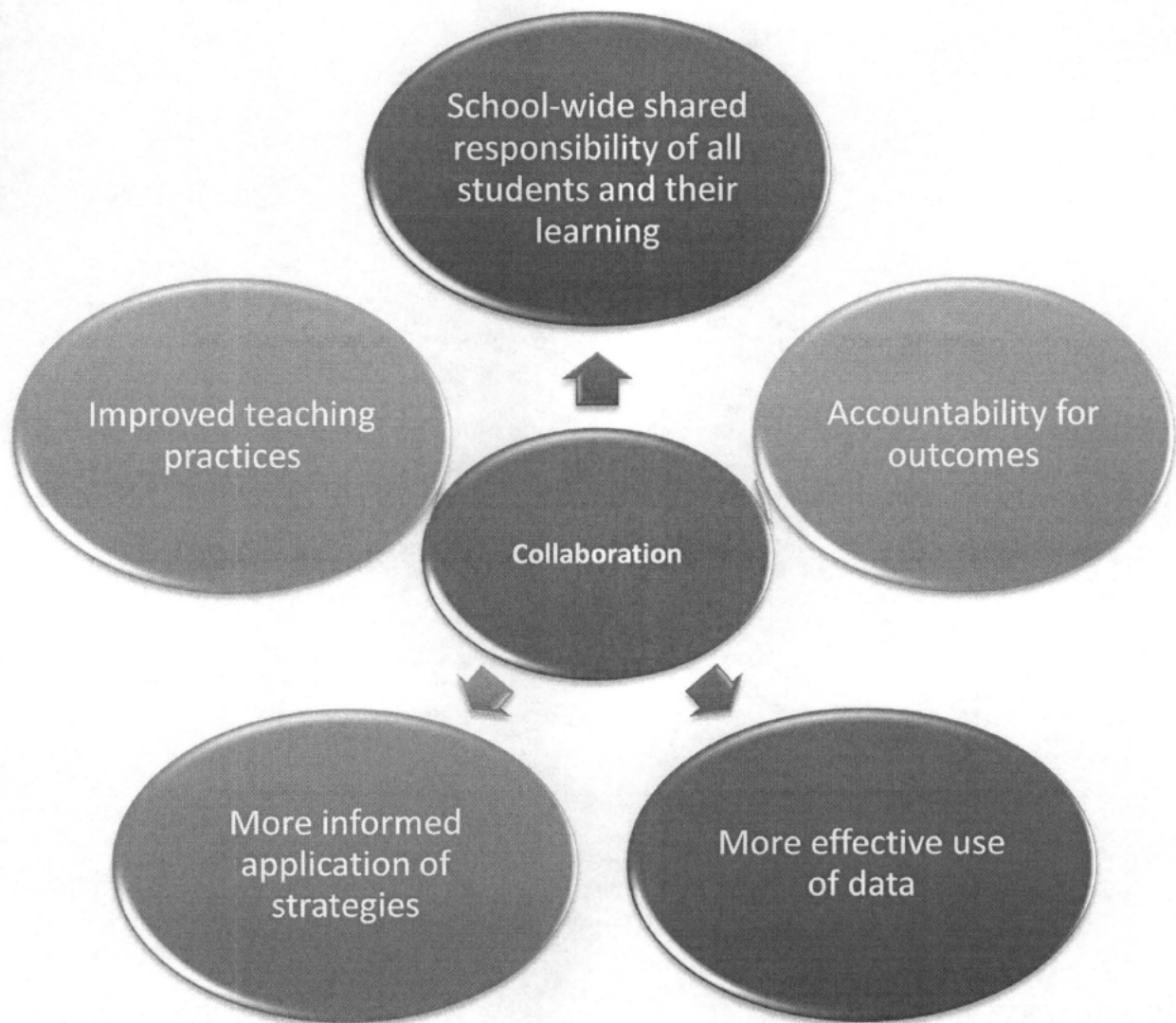


<http://steve-dale.net/>

It is also important to remember that collaboration not only takes place amongst educators or other health professionals.

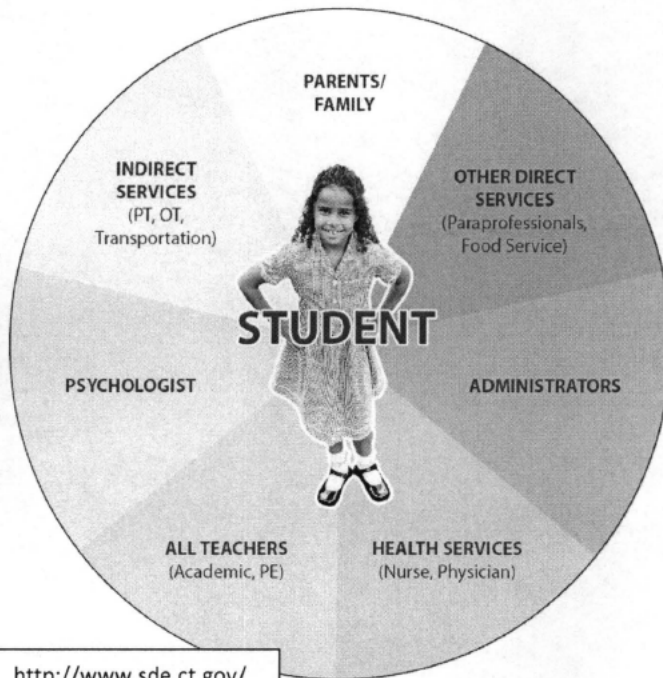
Collaboration can also occur between teachers, students, and student families. When collaboration takes place among all parties it helps to ensure that all newly taught skills are being generalized among various contexts, which will likely improve student performance (Battalio & Stephens, 2005)

***When teacher collaborate effectively it can lead to:**



Why should I collaborate with colleagues, students, and families?

Collaboration amongst teachers and other health professionals aid in

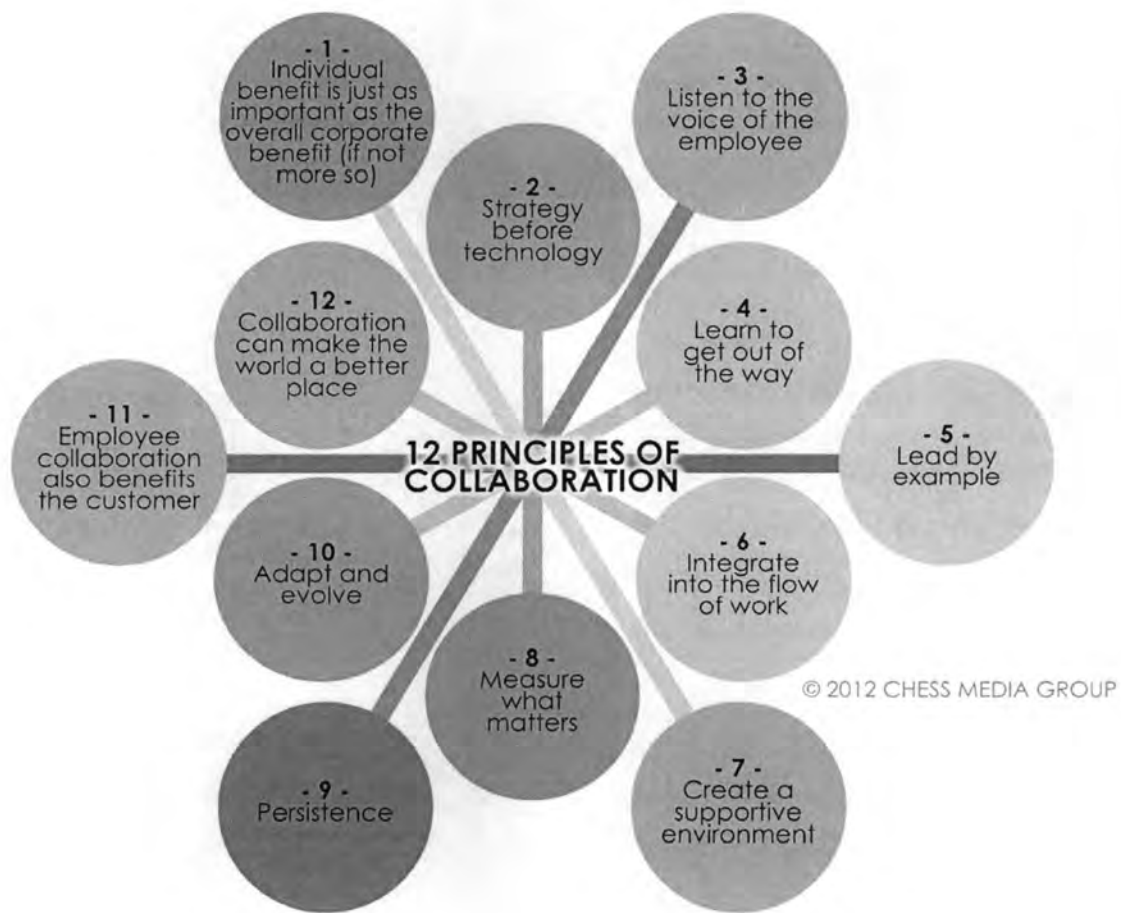


ensuring that all involved agencies are on the same page and trying to accomplish the same goal for each individual student with EBD. Students with EBD battle a variety of emotions and behaviors so it can be extremely challenging to select the most appropriate intervention for each child. Without the

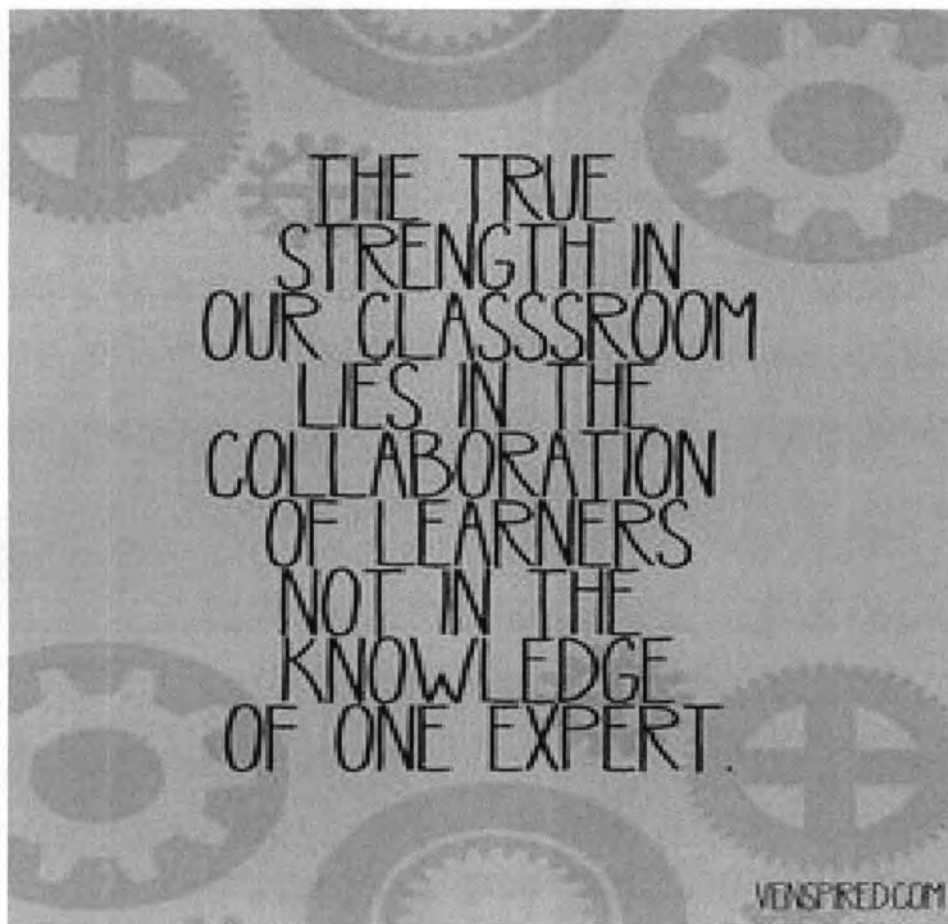
group effort of all professionals it is highly unlikely that a student with EBD will receive the proper cohesive interventions they need to be successful.

Collaboration can be used as a tool to improve educational strategies and the academic outcomes for students with EBD.

Along with the involvement of colleagues and other health professionals it is also important to collaborate with students and their families. The home and school environment are closely linked so it is important for parents to provide information related to their child's demeanor and behavior outside of the school setting. A parent's insights provide vital information about what might trigger frustration or escaping behavior. Parents can also provide information about what they have or have not used when working with their child with EBD. However, it is critical that students receive the opportunity to be heard.



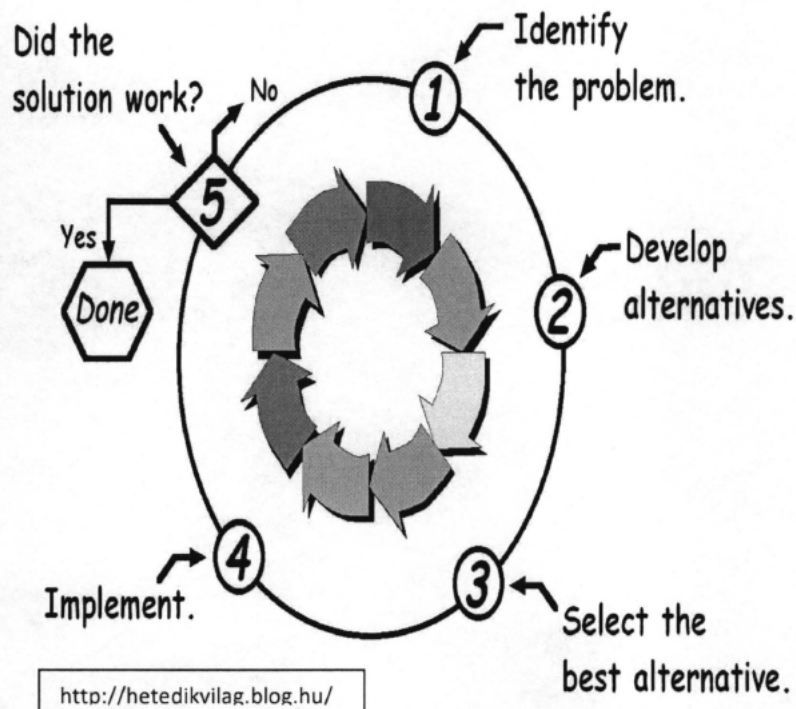
A student should be able to share their thoughts and feeling. Sometimes teachers and parents forget to simply ask the child what they are feeling or what they would prefer. It is more likely that a child will be invested in the remediation process if they feel involved in the collaborative process. This will increase the chances that a new strategy will be successful.



What collaborative model should I follow?

There are many collaborative models, but it is important to select a model that requires equal involvement of all individuals. Collaboration is a team process and the responsibilities should be shared equally among all parties. It is

Steps to solve a problem...



more likely that everyone will follow the model with fidelity if they all feel equally invested.

Most collaborative methods first involve the identification of the target skill. Then the team has a discussion about the student's needs and possible

strategies that could be used to assist the child. Next, a plan is devised and the responsibilities for each component of the plan are divided among team members. The plan is then implemented. Assessments should be performed to determine if progress is being made. After a designated amount of time the team will meet again and re-evaluate the assessments and observations. This cycle is then repeated based on the need and progress of the child with EBD.

Websites that present collaborative models:

- Collaborative Problem Solving: Steps in the Process
 - <http://www.directionservice.org/cadre/section5.cfm>
 - This is a website that provides methodology for resolving conflict in a collaborative model.
- Collaboration Between General and Special Education: Making it Work
 - <http://www.ncset.org/publications/viewdesc.asp?id=1097>
 - The NCSET website provides a five step process to improve collaboration between general and special education.
-
- Five Steps to Better School/Community Collaboration
 - <http://www.edutopia.org/blog/school-community-collaboration-brendan-okeefe>
 - This website by edutopia provides a five steps to better school and community collaboration.
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- Why Teacher Collaboration Time is Essential
 - <http://educationmom.com/2012/11/16/why-teacher-collaboration-time-is-essential/>
 - This website presents specific examples why collaboration is essential to teachers and students.

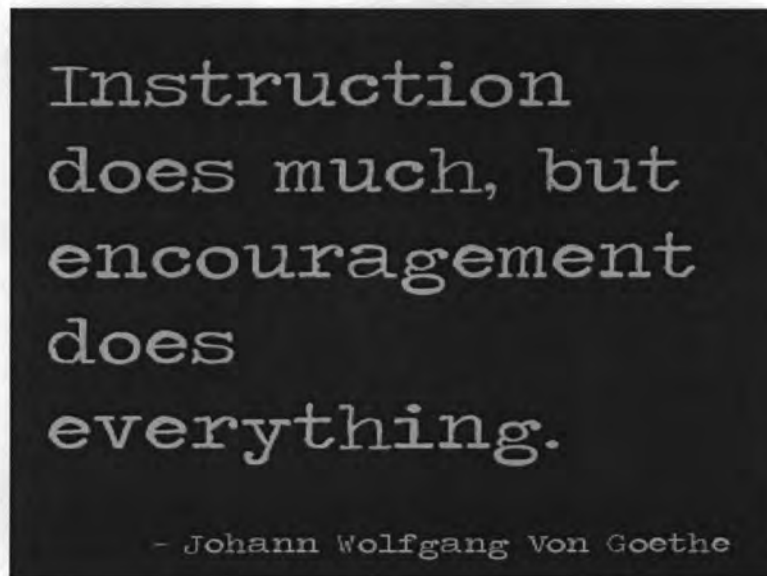
<http://www.teu.edu/>

Chapter 5

A Positive Classroom Atmosphere

What is praise and feedback?

PRAISE: The word praise originates from the Latin word "pretiare," which means to highly value. Praise has been defined as expressing approval or admiration; the act of commending someone. Praise is typically used by teachers to commend a student for their efforts in hopes of the students repeating those efforts in the future.



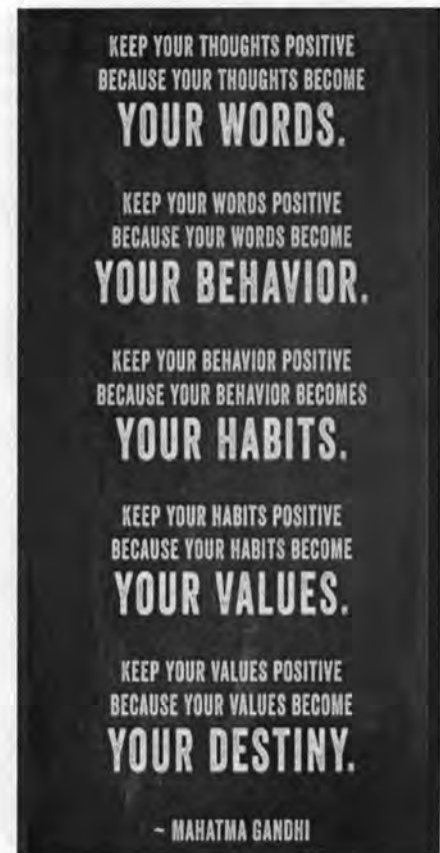
FEEDBACK: Similar to the word praise, the word feedback describes the action taken by an individual. Feedback has been defined as a reaction or response to a particular process or activity; knowledge of the results of any behaviors which is then considered as influencing or modifying further performance.

Why is a positive classroom atmosphere Important?

Creating a positive and engaging classroom atmosphere for all students is one of the most powerful tools teachers can use to encourage student learning and prevent problematic behaviors.

(Conroy, Sutherland, Snyder, Al-Hendawi, & Vo, 2009)

The everyday demands placed on teachers can cause increased levels of stress and frustration which can then take a toll on a teacher's ability to differentiate and educate students. Despite these obstacles, it is vital to success of students with EBD that teachers keep a positive attitude and classroom environment. In order for students with EBD to make academic, social, and emotional gains while in the general education setting they must feel safe, understood, and comfortable. A teacher's use of praise and positive feedback are instructional methods that can help a student with EBD develop a sense of security and belonging.



Commonly, students with EBD struggle with properly internalizing and effectively dealing with their emotions (Payne, Marks, & Bogan, 2007). However, it is likely that the use of positive reinforcement and feedback students with EBD would make progress emotionally and academically. General education teachers play a vital role in the development of a positive outlook about the academic setting and one's ability to feel successful while in that setting.

The MEDIOCRE teacher tells.

The GOOD teacher explains.

The SUPERIOR teacher demonstrates.

The GREAT teacher inspires.

—William A. Ward

How can I implement praise within my classroom?

Effective praise is a very systematic process that can be used in the classroom as a tool to gain a desired and appropriate behavior instead of an inappropriate student behavior. Praise is a tool that uniquely fits each situation and focuses primarily on a child's effort, improvement, and/or quality of work, rather than a constant focus on student ability (Conroy, Sutherland, Snyder, Al-Hendawi, & Vo, 2009). Praise is often viewed as a basic and easily implemented instructional strategy; however it is a complex reciprocal process that involves both teacher and student. Below is a systematic model presented by Conroy et al. (2009) that represents the essential characteristics of effective praise.

~~EFFECTIVE PRAISE~~

- 1 • must include a specific individualized statement
- 2 • should be provided immediately following the target behavior
- 3 • frequency of the praise should change based on frequency of behavior
- 4 • should be teacher initiated
- 5 • should focus on student improvement and effort
- 6 • should be sincere, delivered with an affirmative voice, & appropriate to ability and age
- 7 • must avoid competition or comparisons across students

***The task of the modern educator
is not to cut down jungles,
but to irrigate deserts***

-C.S. Lewis

Students with EBD are known to struggle with developing interpersonal relationships with others, so it is important for teachers to create and foster a learning environment that gives each student the opportunity to succeed. A child should know that despite any misgiving on a particular day, the next day is a new opportunity to improve and trust will always persist (Regan, 2009).

Before a teacher is able to effectively praise a student, they must first be given an Opportunity To Respond (OTR) to the question, prompt, or task. OTR is an effective method of educating students with disabilities. OTR is a strategy that involves the increased opportunity for students to respond to a lesson, activity, or prompt; it is carefully planned and structured based on the idea of eliciting responses from a target student (Salmon, 2006). The goal is to then increase overall student participation, as well as, the opportunities for teachers to implement effective praise.



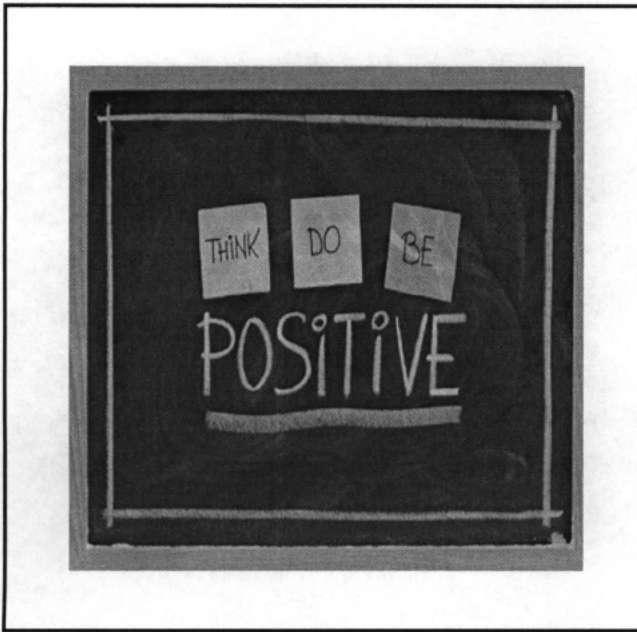
<http://blogs.lt.vt.edu/>

In order to increase both quality and quantity of praise while in the classroom setting Conroy et. al. (2009), the authors of *Creating a Positive Classroom Atmosphere: Teachers' Use of Effective Praise and Feedback*, recommended that teachers should consider the following strategies:

~*~Improving Praise~*~

- 1 • identify the problematic behaviors
- 2 • make a recording of the behavior
- 3 • measure and examine the quality and quantity of praise statement during the activity
- 4 • set a goal of increasing the quantity and quality of praise
- 5 • identify the child/children that are in most need of praise
- 6 • make a list of four target behaviors that will elicit praise statements
- 7 • make a chart of problematic behaviors and the desired replacement behaviors
- 8 • make a list of effective praise statements
- 9 • implement the plan & evaluate changes in the praise statement and how it influenced behavior

How can I implement positive feedback within my classroom?

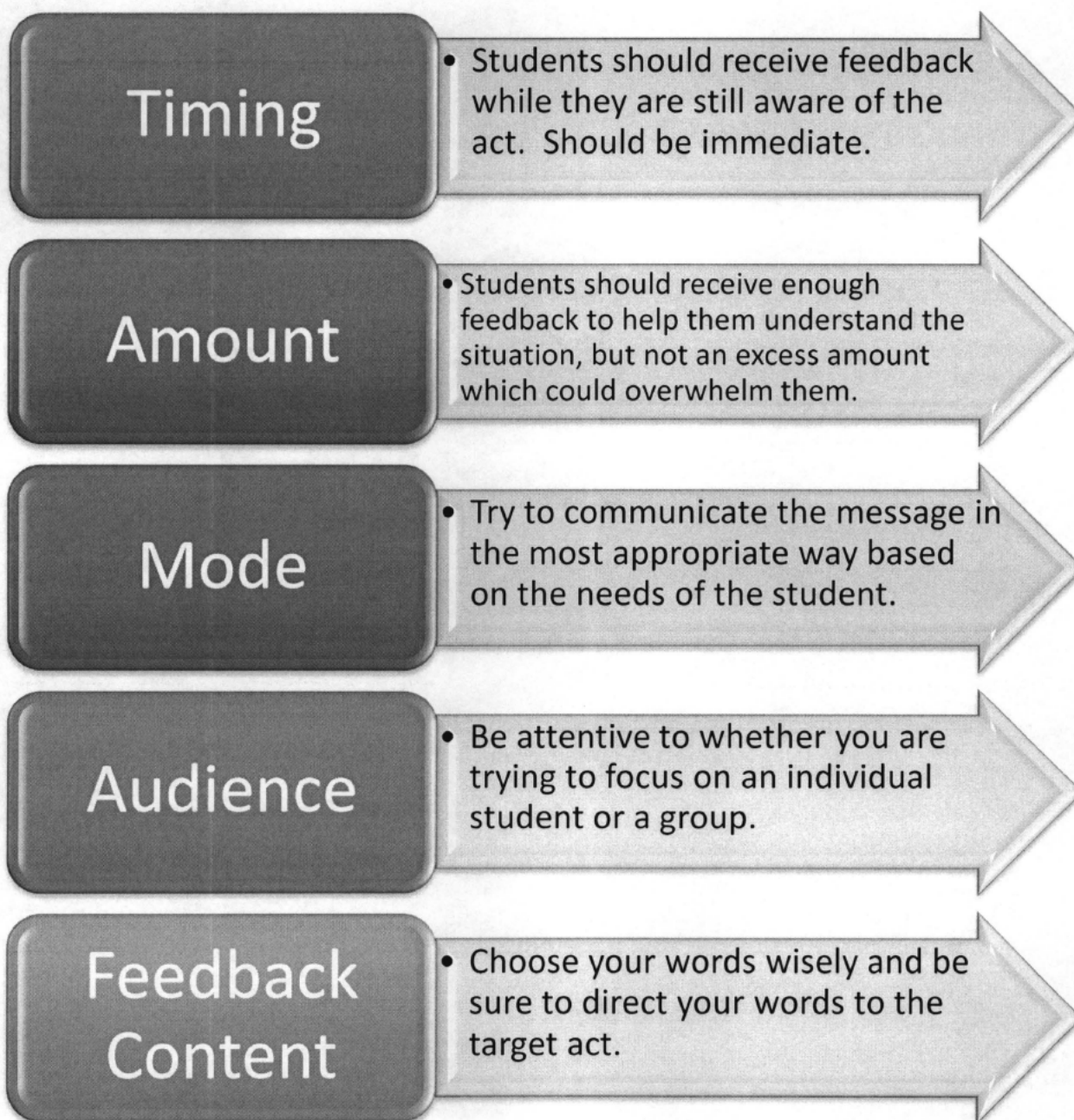


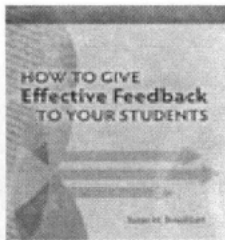
The use of positive feedback in the classroom can make the difference between a student with EBD attempting a task, shutting down, or acting out. In most cases students will be more willing to try a new task if they feel they possess the ability to accomplish the end goal. In order to assist students through the learning

process schools or individual teachers could adapt a **Positive Behavior Support Intervention System (PBIS)**. PBIS is a research-based strategy that aims to increase desired behaviors and decreases problematic behaviors by teaching new skills and making changes to a student's environment (Eber, Sugai, Smith, & Scott, 2002). Teachers might also work to develop a **Token Economy** which focuses on rewarding the child for their appropriate behavior or willingness to complete a task as opposed to focusing on the negative consequences (Gunter, Coutinho, & Cade, 2002). Both PBS and a Token Economy could be used on an individual or an entire classroom. However it is always important to focus on being PROACTIVE rather than REACTIVE when working with students with EBD.

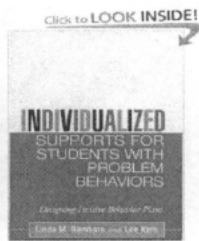
**Proactive
NOT
Reactive**

Susan M. Brookhart author of "How to Give Effective Feedback to Your Students" discusses different types of feedback and their purpose. The chart below discusses some easy to follow strategies and tips that general education teacher can follow to better assist students with EBD.

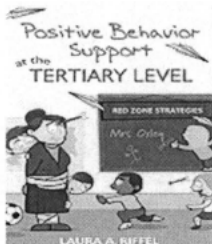


Books about POSITIVE FEEDBACK and a POSITIVE CLASSROOM ATMOSPHERE:**How to Give Effective Feedback To Your Students**

- ❖ ISBN: 978-1-4166-0736-6
- ❖ This text give several examples, types, and strategies that teachers can utilize when giving back good feedback to students.

**Individualized Supports for Students with Problem Behaviors: Designing Positive Behavior Plans**

- ❖ ISBN: 1593851189
- ❖ This text provides the nuts and bolts of designing and implementing a positive behavior support plan for a variety of learners.

**Positive Behavior Support at the Tertiary Level: Red Zone Strategies**

- ❖ ISBN: 1412982014
- ❖ This text provides intervention plans to address challenging behaviors, success stories and tools, and a variety of templates that teachers can utilize in the classroom.

Chapter 6

Conclusion

Where do I go from here?

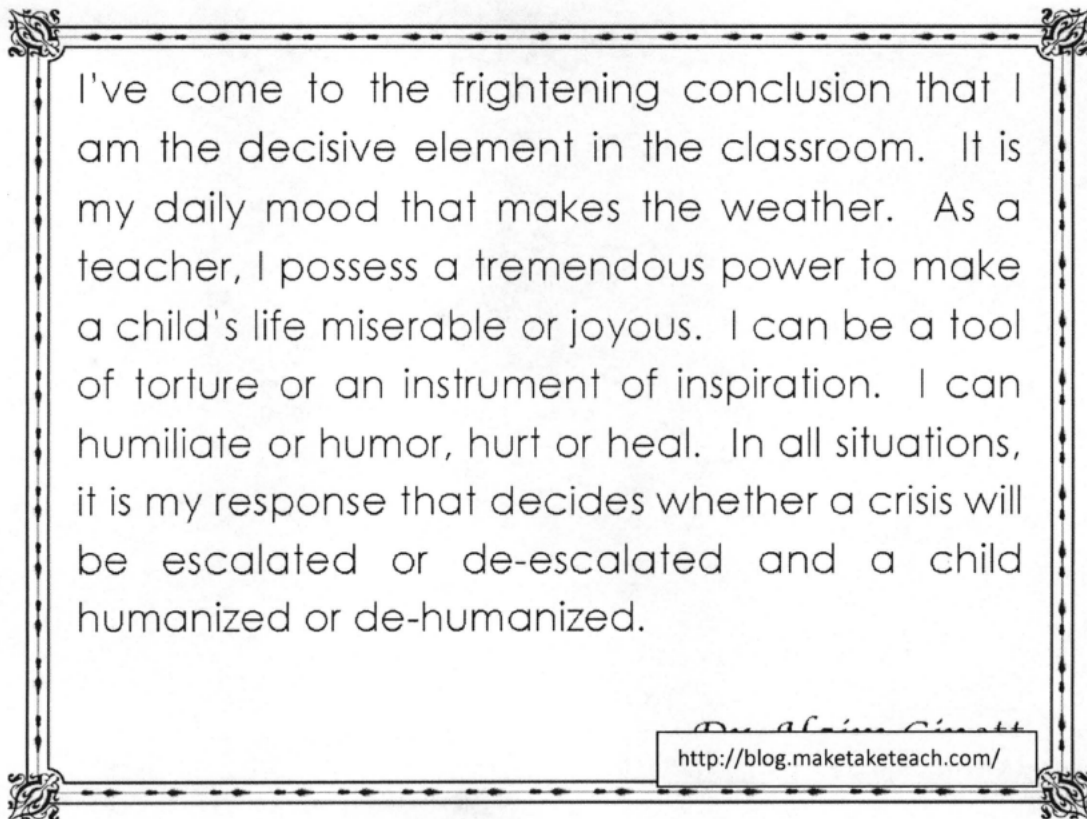
Yes, of course every teacher has had "that" day, month, and year, but who hasn't? Everyone has had an experience while at work that made them feel as if they were on a crazy never ending roller coaster ride, but instead of screaming and trying to jump out, sit back and make the best of the ride. Life isn't perfect and there will always be speed bumps along the way, but with the right training and preparation a teacher can overcome any obstacle.



Teachers put in long hours planning, prepping, and instructing students. So it is easy to understand why they may be reluctant to spend their evenings or weekends attending a class or meeting with colleagues. However, learning new differentiation strategies does not have to be overwhelming. As explained in this handbook general education teachers can better equip themselves with new methods and strategies by simply picking up and reading a book before bed.

PD does not have to be complicated nor does it need take an enormous amount of time. It is likely that most teachers have been given structured time to collaborate with colleagues about a variety of topics, but meetings must be

well structured and have a specific purposed if they are going to be effective. If done correctly collaboration can prove to be an invaluable strategy that can assist general education with a variety of dilemmas they may encounter when educating students with EBD. It is important for teachers to think creatively, use available resources, and constantly collaborate with colleagues, students, and parents to develop powerful strategies in order to improve the educational outcome of students with EBD.



Consulted Websites

- ❖ **<http://nichcy.org/disability/specific/emotionaldisturbance>**
 - The *National Dissemination Center for Children with Disabilities* website that discusses disabilities, education laws, research and mental health issues.
- ❖ **<http://www.thebalancedmind.org/sites/default/files/edbrochure.pdf>**
 - A resource by *Child & Adolescent Bipolar Foundation* that discusses educating children with bipolar disorder.
- ❖ **<http://specialed.about.com/od/disabilities/a/Conduct.htm>**
 - An article written by Sue Watson that discusses conduct disorder in children.
- ❖ **<http://www.childmind.org/en/posts/articles/2011-11-28-teachers-guide-ocd-classroom>**
 - A website dedicated to transforming mental health care for children everywhere by providing knowledge and resource for families, educators, and other health professionals.
- ❖ **<http://au.professionals.reachout.com/Psychotic-disorders>**
 - An article by reachout.com that discusses psychotic disorders and its effects on children.
- ❖ **<http://www.education.com/reference/article/children-emotional-behavioral-disorders/>**

- An article written by W.L. Heward that discusses characteristics of emotional and behavioral disorders in children.
- ❖ **<http://exceptionallyed.wordpress.com/2012/07/13/breaking-news-there-are-way-more-students-with-ebd-than-are-being-served/>**
 - Online article that discusses statistics pertaining to children with EBD.
- ❖ **<http://www.nea.org/home/20785.htm>**
 - The *National Education Association* website that reviews and discusses the importance of on-going PD.
- ❖ **<http://www.education.com/reference/article/praise/>**
 - Article on education.com that discusses effective and ineffective praise within the classroom.
- ❖ **http://www.apbs.org/new_apbs/genintro.aspx**
 - Website by the *Association For Positive Behavior Support* that discusses and defines positive behavior support.

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Chapter 6

Conclusion

Introduction

This special project consisted of an in-depth literature review and a needs assessment survey. The literature review focused on students with EBD, in particular research related to key characteristics, perceptions of teachers, and effective strategies used to assist students with EBD. The key information gained from the literature also aided in the development of the needs assessment survey which was later completed by 20 general education teachers. The data collected from the survey was carefully analyzed and grouped based on similar themes. Together the literature review and the data from the needs assessment survey created a foundation for the development of the handbook, *“Educating Students with EBD; Where to Start-A Guide for General Education Teachers.”* The goal of the handbook was to provide an easily accessible tool that general education teacher could utilize as they better prepare themselves to instruct students with EBD.

Needs Assessment

The data collected from the needs assessment survey indicated students with specialized needs are placed and instructed in the general education setting by general education teachers. However, the participants indicated that they had little training or background information about characteristics or strategies related to students with EBD. Participants did report that they had educational professionals within their building they could consult when in order to gain necessary information about students with EBD. Yet, several participants indicated that they would not be willing to take college courses or attend PD focused on students with EBD.

Lastly, results indicated that participants believe that teachers and parents shared the responsibility for the emotional and academic support for students with EBD.

Strength of the Handbook

The handbook was created to assist general education teachers as they began differentiating for students with EBD. The content of the handbook was carefully selected based on the needs of general education teachers and related research. The strategies discussed in the handbook were research based and tailored to the needs of the participants. The handbook was written and design for novice teachers with little background knowledge or exposure to students with EBD. However, it could also be utilized by more experienced teachers that may be seeking to refresh or further their understanding of instruction related to students with EBD. The format was created to allow the reader to easily navigate and locate their desired topic. The handbook also contained several sections that recommended related texts, videos, or websites that would allow for further explanations if desired. Overall, the handbook was created to assist general education teachers with creating the most appropriate academic experience for students with EBD, but the strategies discussed could be generalized and used by general education teachers, parents, and other health professionals.

Limitations of the Handbook

The handbook only discussed a few of many strategies that could be utilized when working with students with EBD. There are many challenges that could arise while instructing in the general education settings. However, it can be challenging to list and describe all the potential dilemmas teachers may encounter and the possible strategies they may prefer to use as a tool for differentiation. Due to those challenges the data collected from the survey might have better represented the participant's needs if they had been given the opportunity to express their

thoughts, feelings, and needs through the means of an open ended question. That would have allowed them to answer the close-ended response questions, but then also expand upon specific areas they may have felt to be more challenging or more important. This data could have then been used to create a more defined handbook for general education teachers.

Recommended use of the Handbook

The handbook should be used as a guide, not an end all solution to problems general education teacher face when instructing students with EBD. The purpose of the handbook was to provide general education teachers with basic information related to the characteristics and needs of students with EBD, as well as, some strategies they could use during instruction. As discussed in the limitations sections of this special project, there are an endless amount of strategies general education teachers could utilize when instructing students with EBD, but each strategies should be selected based on an individual basis. Novice teachers should use this handbook as a guide to get them started as they begin differentiating for students with EBD.

Implications for Future Studies and Strategies

More students with disabilities are being placed in the general education setting with teachers that have not been equipped with the strategies to appropriately differentiate for all learners, especially those with EBD. As this continues to occur educators must work to locate and develop tools that meet the needs of their students. Therefore, it is important to continuously analyze the needs of each student, teacher, and family member in order to provide on-going support that will ultimately improve the outcome of students with EBD.

Reflection

This special project and handbook was created in order to primarily assist general education teachers when instructing students with EBD. However, as the project progressed it

became apparent that this handbook could be used as a tool for differentiation for a variety of students. The topics discussed in this book are especially important when instructing students with EBD, but they could easily be applied and utilized when instructing a student with or without a disability. Of course it is important to differentiation for each and every student, but it is also possible to create differentiated lessons that could actually benefit the entire class.

As part of the requirements placed on teachers they are expected to constantly adapt their skill set and add new tools to their toolbox. The field of education continuously changes year after year and day after day. Therefore, the expectations placed on teachers also shift based on the needs of students and the requirements of the state, district, and school. This then means that the challenges teachers face one month may not be the same challenges they face the very next month. With that being said teachers can be reluctant to buy into a new strategy or plan of action. Due to those challenges it would be beneficial for educators to collaborate about their experiences in the classroom so the children remain a constant focus as a new goal or intervention is developed.

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Appendices

APPENDIX A. Citi Link Score

Information withheld for privacy.

Information withheld for privacy.

APPENDIX B. IRB Approval Letter



HUMAN RESEARCH PROTECTION PROGRAM
INSTITUTIONAL REVIEW BOARDS

To:	RAMA COUSIK NF
From:	JEANNIE DICLEMENTI, Chair Social Science IRB
Date:	10/18/2013
Committee Action:	Exemption Granted
IRB Action Date:	10/17/2013
IRB Protocol #:	1310014070
Study Title:	Classroom management strategies for general education teachers to enhance participation of students with EBD.

The Institutional Review Board (IRB) has reviewed the above-referenced study application and has determined that it meets the criteria for exemption under 45 CFR 46.101(b)(2).

If you wish to make changes to this study, please refer to our guidance "**Minor Changes Not Requiring Review**" located on our website at <http://www.irb.purdue.edu/policies.php>. For changes requiring IRB review, please submit an **Amendment to Approved Study** form or **Personnel Amendment to Study** form, whichever is applicable, located on the forms page of our website www.irb.purdue.edu/forms.php. Please contact our office if you have any questions.

Below is a list of best practices that we request you use when conducting your research. The list contains both general items as well as those specific to the different exemption categories.

General

- To recruit from Purdue University classrooms, the instructor and all others associated with conduct of the course (e.g., teaching assistants) must not be present during announcement of the research opportunity or any recruitment activity. This may be accomplished by announcing, in advance, that class will either start later than usual or end earlier than usual so this activity may occur. It should be emphasized that attendance at the announcement and recruitment are voluntary and the student's attendance and enrollment decision will not be shared with those administering the course.
- If students earn extra credit towards their course grade through participation in a research project conducted by someone other than the course instructor(s), such as in the example above, the students participation should only be shared with the course instructor(s) at the end of the semester. Additionally, instructors who allow extra credit to be earned through participation in research must also provide an opportunity for students to earn comparable extra credit through a non-research activity requiring an amount of time and effort comparable to the research option.
- When conducting human subjects research at a non-Purdue college/university, investigators are urged to contact that institution's IRB to determine requirements for conducting research at that institution.
- When human subjects research will be conducted in schools or places of business, investigators must obtain written permission from an appropriate authority within the organization. If the written permission was not

submitted with the study application at the time of IRB review (e.g., the school would not issue the letter without proof of IRB approval, etc.), the investigator must submit the written permission to the IRB prior to engaging in the research activities (e.g., recruitment, study procedures, etc.). This is an institutional requirement.

Category 1

- When human subjects research will be conducted in schools or places of business, investigators must obtain written permission from an appropriate authority within the organization. If the written permission was not submitted with the study application at the time of IRB review (e.g., the school would not issue the letter without proof of IRB approval, etc.), the investigator must submit the written permission to the IRB prior to engaging in the research activities (e.g., recruitment, study procedures, etc.). This is an institutional requirement.

Categories 2 and 3

- Surveys and questionnaires should indicate
 - only participants 18 years of age and over are eligible to participate in the research; and
 - that participation is voluntary; and
 - that any questions may be skipped; and
 - include the investigator's name and contact information.
- Investigators should explain to participants the amount of time required to participate. Additionally, they should explain to participants how confidentiality will be maintained or if it will not be maintained.
- When conducting focus group research, investigators cannot guarantee that all participants in the focus group will maintain the confidentiality of other group participants. The investigator should make participants aware of this potential for breach of confidentiality.
- When human subjects research will be conducted in schools or places of business, investigators must obtain written permission from an appropriate authority within the organization. If the written permission was not submitted with the study application at the time of IRB review (e.g., the school would not issue the letter without proof of IRB approval, etc.), the investigator must submit the written permission to the IRB prior to engaging in the research activities (e.g., recruitment, study procedures, etc.). This is an institutional requirement.

Category 6

- Surveys and data collection instruments should note that participation is voluntary.
- Surveys and data collection instruments should note that participants may skip any questions.
- When taste testing foods which are highly allergenic (e.g., peanuts, milk, etc.) investigators should disclose the possibility of a reaction to potential subjects.

APPENDIX C. Permission Letter from Principal

Information withheld for privacy.

"Building the Foundation for a Successful and Faith-Filled Life"



APPENDIX D. Recruitment Email/Letter

Dear Participant,

Information withheld for privacy.

APPENDIX E. Survey Questions

Classroom Management Strategies for General Education Teachers:
Enhancing participation of students with EBD

Questions as follows:***I. Participant Background Information:***

1. Grade currently teaching:
2. Number of years of teaching experience:
3. Type of Educational background:
 - i. Elementary/secondary degree program
 - ii. Special education program
 - iii. Vocational or technical school
 - iv. Alternative school
 - v. Other: _____
4. Masters Degree: Yes/No
 - i. If yes, state masters certification category
5. Do you work with students that have I.E.P's?
 - i. ____ Yes
 - ii. ____ No
6. How many students with disabilities do you currently work with?
 - i. ____ 1
 - ii. ____ 2-3
 - iii. ____ 4-5
 - iv. ____ 6 or more

I. Please answer the following questions using a four point likert rating scale:

Scale: 1) Strongly Agree 2) Agree 3) Disagree 4) Strongly Disagree

1. I have adequate training about managing students with emotional and behavioral disorders while in the general education classroom.
2. There are educational professionals available to me in order to assist me with providing instruction and guidance for students with emotional and behavioral disorders.
3. My college courses provided me with adequate knowledge and teaching techniques to better educate students with emotional and behavioral disorders.
4. I have taken professional development courses or seminars that provided tactics to better educate students with emotional and behavioral disorders.
5. I continually collaborate with colleagues in order to find the best teaching techniques for students with emotional and behavioral disorders.
6. If provided, I would be willing to attend professional development seminars to better equip myself to educate students with emotional and behavioral disorders.
7. If provided, I would be willing to take a college course to better equip myself to educate students with emotional and behavioral disorders.
8. I am equipped with all the necessary tools and knowledge to academically support students with emotional and behavior disorders.
9. I am equipped with all the necessary tools and knowledge to emotionally support students with emotional and behavior disorders.
10. The general education classroom is the appropriate setting for students with emotional and behavioral disorders.
11. The special education classroom is the most appropriate setting for students with emotional and behavioral disorders.

12. I am willing to change my classroom rules and procedures to accommodate students with emotional and behavioral disorders.
13. I use positive feedback and praise in my classroom.
14. I feel that it is my responsibility to provide emotional support for students with emotional and behavioral disorders.
15. I feel that it is the responsibility of the parents to provide emotional support for students with emotional and behavioral disorders.
16. I frequently collaborate with families of students with emotional and behavioral disorders to improve student's school performance.
17. I feel that my students with emotional and behavior disorders are accepted by their peers without disabilities.

II. Question of ranking based on need:

When considering your classroom dynamic and personal perspective, rank the following categories from 1 to 5 as to what you feel would be most beneficial, with (1) being least beneficial and (5) being most beneficial for you and your students with emotional and behavioral disorders.

- _____ Instructional Techniques to increase positive praise
- _____ Professional Development tailored to students with emotional and behavioral EBD
- _____ Corrective feedback about effectiveness of teaching practices used in your classroom
- _____ Additional, trained personnel to assist with educating students with EBD
- _____ Additional time to collaborate with other IEP team members about students with EBD

APPENDIX F. Tables

APPENDIX F1: Table 5

Participants Background Information

Q1	Q2:	Q3:	Q4:	Q5:	Q6:
Information withheld for privacy.					

Note.: Question 1 (Q1): *Grade currently teaching*, Question 2 (Q2): *Number of years of teaching experience*, Question 3 (Q3): *Type of educational background*, Question 4 (Q4): *Masters degree; If yes state masters certification category*, Question 5 (Q5): *Do you work with students that have IEP's*, Question 6: *How many students with disabilities do you currently work with?*.

APPENDIX F2: Table 6*Results of Research Question 1*

	S1	S3	S8	S9	S10	S11
Participant #1	D	D	A	D	A	D
Participant #2	D	D	A	A	A	D
Participant #3	SD	SD	D	D	S	A
Participant #4	A	A	D	D	A	A
Participant #5	D	A	D	D	A	D
Participant #6	D	SD	D	D	A	A
Participant #7	A	A	A	A	A	D
Participant #8	SD	D	D	D	D	D
Participant #9	A	A	A	A	A	D
Participant #10	D	A	D	A	A	D
Participant #11	A	D	A	SD	A	D
Participant #12	A	A	D	D	SD	A
Participant #13	SD	SD	A	D	D	SA
Participant #14	A	A	A	A	D	A
Participant #15	A	A	D	D	A	D
Participant #16	D	A	D	D	D	D
Participant #17	A	A	A	A	D	SA
Participant #18	D	SD	D	A	A	A
Participant #19	A	A	A	A	D	D
Participant #20	A	D	A	A	A	A

Note. The six statements from Q7 were coded as follows: Statement 1 (S1), Statement 3 (S3), Statement 8 (S8), Statement 9 (S9), Statement 10 (S10), and Statement 11 (S11).

Note: Participant answers have been abbreviated as follows: SD=Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree.

APPENDIX F3: Table 7*Results of Research Question 2*

	S2	S4	S6	S7	S12
Participant #1	A	A	A	A	D
Participant #2	SA	D	SA	A	SA
Participant #3	D	D	SA	SA	D
Participant #4	A	A	A	A	SA
Participant #5	D	D	SA	SA	A
Participant #6	SA	A	SA	A	A
Participant #7	A	D	A	A	A
Participant #8	SA	D	SA	SA	A
Participant #9	SA	A	A	A	D
Participant #10	A	A	SA	D	A
Participant #11	A	A	A	D	SA
Participant #12	A	D	A	A	A
Participant #13	A	SD	A	A	A
Participant #14	A	A	A	D	A
Participant #15	A	A	SA	SA	A
Participant #16	D	A	A	A	A
Participant #17	SA	A	SA	A	A
Participant #18	A	SA	SA	A	A
Participant #19	A	SD	SA	SA	A
Participant #20	SA	A	SA	A	SA

Note: The five statements from Q7 were coded as follows: Statement 2 (S2), Statement 4 (S4), Statement 6 (S6), Statement (S7), and Statement (S12).

Note: Participant answers have been abbreviated as follows: SD=Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree.

APPENDIX F4: Table 8*Results of Research Question 3*

	S5	S13	S14	S15	S16	S17
Participant #1	A	A	A	A	D	A
Participant #2	SA	SA	SA	SA	SA	SA
Participant #3	D	SA	A	A	SD	A
Participant #4	A	SA	SA	A	A	A
Participant #5	D	SA	SA	SA	D	D
Participant #6	SA	A	A	SA	A	A
Participant #7	A	SA	A	A	A	A
Participant #8	A	A	A	A	D	A
Participant #9	SA	A	A	A	A	A
Participant #10	A	A	A	A	A	A
Participant #11	A	SA	SA	SA	A	D
Participant #12	A	A	A	A	A	A
Participant #13	A	SA	A	A	A	A
Participant #14	A	A	A	A	A	A
Participant #15	A	SA	A	SA	D	D
Participant #16	D	A	A	A	D	A
Participant #17	SA	SA	SA	SA	SA	A
Participant #18	SA	A	A	A	A	D
Participant #19	A	SA	SA	SA	SA	SA
Participant #20	SA	SA	SA	SA	A	SA

Note: The six statements from Q7 were coded as follows: Statement 5 (S5), Statement 13 (S13), Statement 14 (S14), Statement 15 (S15), Statement 16 (S16), and Statement 17 (S17).

Note: Participant answers have been abbreviated as follows: SD=Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree.

APPENDIX F5: Table 9*Results of Survey Question 8*

	Instructional techniques to increase positive praise	Professional Development tailored to students with (EBD)	Corrective Feedback about effectiveness of teaching practices used in your classroom	Additional, trained personnel to assist with educating students with EBD	Additional time to collaborate with other IEP team members about students with EBD
Participant #1	1	4	5	2	3
Participant #2	1	5	3	2	4
Participant #3	2	5	1	4	3
Participant #4	5	1	3	2	4
Participant #5	3	2	1	5	4
Participant #6	1	5	2	3	4
Participant #7	5	4	1	3	2
Participant #8	1	5	4	2	3
Participant #9	4	1	3	2	5
Participant #10	3	1	2	5	4
Participant #11	2	1	5	4	3
Participant #12	5	1	2	3	4
Participant #13	1	4	2	5	3
Participant #14	1	2	3	5	4
Participant #15	1	5	2	4	1
Participant #16	5	1	4	2	3
Participant #17	1	2	5	4	3
Participant #18	5	3	4	1	2
Participant #19	1	4	2	3	5
Participant #20	1	2	4	5	3

Note: The following numbers listed indicated in the chart represent participants feelings about each option. 1 = least beneficial and 5 = most beneficial for you and your students with emotional and behavioral disorders.

Resume

TEGAN KROUSE

Information withheld for privacy.

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